DOCUMENT RESUME

ED 155 324 08 CE 016 013

AUTHOR	Kershaw, James T.
TITLE	Elementary Career Education Activity Resource Guide. A Comprehensive Program of Vocational Education for Career Development: K-University.
INSTITUTION	Manatee Junior Coll., Bradenton, Fla.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
BUREAU NO	007VW
PUB DATE	Jun 77
GRANT	4-74-5200
NOTE	126p.; Not available in hard copy due to reproducibility problems; For related documents see CE 016 008, CE 016 012, CE 016 017, ED 130 057, ED 143 830 and ED 147 531-533
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	Basic Skills; *Career Awareness; *Career Education; *Career Exploration; Decision Making Skills; Elementary Education; Federal Government; Individual Development; Job Skills; *Learning Activities; *Objectives; Occupational Information; *Resource Materials; Teaching Guides; Teaching Techniques; Values; Work Attitudes
IDENTIFIERS	Florida (Sarasota County)

ABSTRACT

One of nine products developed for a comprehensive program (kindergarten through university level) of vocational education for career development in Florida, this activities manual for elementary school counselors, teachers, and other users contains six federal career education objectives broken down into sub-federal objectives. These six federal objectives cover the areas of self-awareness, basic academic/vocational skills, work values, knowledge of the world of work, decision-making skills, and work habits. Each sub-part is defined by one or more general objectives considered to be feasible for a school district's selection in planning its career education program. The general objectives throughout this activities manual are identified by the mark of a preceding asterisk. Each general objective has certain numbered and lettered parts that relate how various Sarasota County, Florida, elementary teachers, counselors, and users addressed the asterisked objective through the development of activities. (A resource materials list is provided for reference to items utilized by elementary school personnel.) (VB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED155324

ELEMENTARY CAREER EDUCATION ACTIVITY RESOURCE GUIDE

By

James T. Kershaw

Project No. 007VW
Grant No. 4-74-5200

A Comprehensive Program of Vocational Education
for Career Development: K-University

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

J. W. Selman
Project Manager
Career Education Consortium
Manatee Junior College
P. O. Box 1849
Bradenton, Florida 33507

June 1977

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CE 010 013

The products produced by Project No. 007VW, Grant No. 4-74-5200, Comprehensive Program of Vocational Education for Career Development K through University incude the following:

A. Career Education and Your Child, A Guide for Parents

B. Community Resource Guide for Career Education

C. A Model for Implementation of Career Education Into The Community College

D. Manatee County, Florida - Middle School Career Education Model As Based On The Nine Federal Objectives

E. Sarasota County, Florida - Junior High Career Education Model As Based On The Nine Federal Objectives

F. Compilation of Case Studies Exemplary Placement and Followup Studies

G. An Inservice Model: Micro-Interviewing Skills Develped For Occupational Specialists

H. Public Relation and Public Information Inservice Training For Occupational Specialists and Ohter School Personnel

I. Elementary Career Education Activity Resource Guide

The work upon which this publication was based was performed pursuant to a grant from the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

TABLE OF CONTENTS

Introduction	1
Federal Objective I	2
Federal Objective II	19
Federal Objective III	30
Federal Objective IV	38
Federal Objective V	70
Federal Objective VI	97
Resource Material List	105
Yellow Brick Road Contents	117

INTRODUCTION

The following federal stated career education objectives are divided into six parts. Each of the six federal objectives is broken down into sub-federal objectives; and each sub-part is defined by one or more general objectives which are feasible for a school districts selection in planning its career education program.

The general objectives throughout this activities manual are identified by the mark of a preceeding asterisk. Each general objective has certain numbered and lettered parts that relate how certain elementary school teachers, counselors, etc. addressed the asterisked objective.

A resource materials list is provided for reference to items utilized by elementary school personnel.

FEDERAL GUIDELINE I

STUDENTS WILL DEMONSTRATE INCREASED SELF AWARENESS:

A. Students will be able to describe their own current abilities and limitations.

(Not covered)

B. Students will be able to describe their own current interests and values.

K-6 Elementary Levels

The child recognizes that an individual has a unique set/system of values which influence his attitudes toward life and work.

1. Utilization of elementary school counselor.

   a. Elementary teacher-counselor team work approach.

      (1) Utilizing values clarification techniques for self and career awareness.

      (2) Parents contacted to gain involvement and input.

      (3) Values clarification technique, utilizing the elementary school counselor, and if feasible, the classroom teacher, using such specific techniques as in Sidney Simon's text entitled Values Clarification.

2. School counselor and teacher as team or teacher assisted by elementary school counselor with the following techniques and types of materials in assisting the students to assess his/her own unique set/system of values.

   a. DUSO Kits (DUSO I: Primary; DUSO II: Intermediate)

   b. The Yellow Brick Road, guide

   c. Focus on Self Development, by SRA

      Stage 1, K-1: Awareness

      Stage 2, 2-3: Involvement

      Stage 3, 3-4: Responding

d. Discovering Self and Play, by McKnight. Three levels are sequentially arranged for building attitudes and working with affectiveness throughout the elementary school years. Hardware (e.g. flip-book, filmstrip)

e. FAIS (Fusion of Applied and Intellectual Skills)

FAIS K-2 Kit

FAIS 3-5 Kit

FAIS 6-8 Kit

f. Developing Basic Values, by Singer.
Feasible at Primary (K-2) level.

g. Learning About Me, by Singer.
(Development of self concept)

h. Teaching Children Values, by Educational Activities, Inc.
Feasible at Primary (K-2) level.

i. Getting To Know Me, by Singer

j. Toy Therapy Techniques (play therapy).
Techniques that utilize psychomotor activities promoting fantasy of career and self awareness.

3. Teacher and counselor, teacher assisted by counselor, or counselor working in the affective domain utilizing materials (as in the preceeding number two) in the following form(s):

a. Films orientated to enhance the purpose of Federal Guideline Two. Location of available films can be ascertained by assessing the current status of collections: within school; contact with other schools cooperatively loaning films; career education libraries and centers; county school district's stock; and other community, state, and national agencies cooperatively sharing, loaning, etc. films to schools.

b. Cassette, eight-track, or reel-to-reel audio tapes acquired in the same manner in the preceeding actions of the above "a" listing.

c. Slides, slide-tape preparations, filmstrips, and other combinations utilizing the media techniques of visual slide and audio tape self and career awareness presentations.

d. Posters, pictures, other media of this type. Notation: Posters, pictures, etc., depicting career and self awareness stimuli may be acquired by purchasing from companies or developed by teachers and counselors. Also, if the school system has a media specialist adept at preparation of identified materials, this may be a process of acquiring needed audio and visual materials. Additionally, many association and organization can supply materials of career awareness levels.

4. Community Resources

a. Identified speakers with knowledge and ability to relate

(1) Generalized type of presentation relating the world of work to the student (e.g. an agency related giving overview: postal service, health department, fire and police departments).

(2) Specific identified speakers yielding information of specific type and expertise (e.g. one specific career: dentist, medical doctor, elementary guidance counselor, welder, brick mason).

b. Students to the community agency or individual career site of employment within single or multi-structure.

(1) Field trip type of visitation (walking or motorize mobility employed for entire class.)

(2) Specific selected group by elementary school guidance counselor and/or teacher(s) for field-trip of group observation experiences.

(3) Individual student visitation to work-site for observation or shadowing experiences. (School district policy should be consulted before action involving off-campus activities for students.)

c. Teacher and/or elementary school guidance counselor arranged peer group visitations to work-site or resource person appearing at school with peer group for specific career awareness tasks with inter facing of:

(1) Testing program as provided elementary school guidance counselor, school psychologist, and/or elementary classroom teacher.

(2) Interviews by resource person(s) from community and school personnel.

(3) Request from parents to meet specific self and career awareness aspects of the "world of work."

C. Students will display positive attitudes toward themselves

The child recognizes that understanding and acceptance of self is important throughout life.

1. Elementary school counselor and classroom teacher as a team and/or classroom teacher assisted by elementary school counselor in the following materials in assisting the student to assess his own unique set/system of values.

   a. DUSO Kit I and DUSO Kit II

   b. The Yellow Brick Road, guide

   c. Focus on Self Development, by SRA

      Stage 1, K-1: Awareness

      Stage 2, 2-3: Involvement

      Stage 3, 4-5: Responding

   d. Discovering Self and Play, by McKnight.
      Three levels--attitudes and appreciations; materials (e.g. flip-book, filmstrip)

   e. Fusion of Applied and Intellectual Skills (FAIS), by Educational Achievement Corporation.

      FAIS Kit--K-2

      FAIS Kit--3-5

      FAIS Kit--6-8

   f. Developing Basic Values, by Singer
      Primary Level

   g. Learning About Me, by Singer
      (Development of self concept)

   h. Teaching Children Values, by Educational Activities, Inc.
      Primary Level

   i. Getting to Know Me, by Singer
      Primary Level

   j. Toy Therapy--(play therapy)
      Methods and techniques of utilizing toys.

2. Elementary classroom teacher and school counselor, elementary classroom teacher assisted by the elementary school counselor, or elementary school counselor working in affective domain utilizing materials as in number one above in the following form(s):

   a. Films orientated to enhance the purpose of number two above of federal guideline two. Location of available films can be ascertained by assessing the current status of collections within school, contact with other schools cooperatively loaning of films; career education libraries and centers; county school districts stock, and other community, state, and national agencies cooperatively sharing, loaning, etc., films to schools.

   b. Cassette, eight-track, or reel-to-reel audio tapes acquired in the same manner in the preceeding actions of the above "a" listing.

   c. Slides, slide tape presentations, filmstrips and other combinations utilizing the media techniques of visual slide and audio tape presentations of self and career awareness.

   d. Posters, pictures, and other media of this type. Notation: Posters, pictures, etc., depicting career and self awareness stimuli may be acquired by purchasing from companies or developed by teachers and counselors. Additional notation: If the school system has a media specialist who is adept at preparation of identified materials--this may be a potential process of acquiring a rotation of varied techniques to build into a career and self awareness program. Many associations and organizations can supply materials that relate to the awareness levels.

3. Community-Area Resources

   a. Identified speakers with knowledge and ability to relate

      (1) Generalized type of presentation relating the world of work to the student (e.g. an agency related giving overview: agricultural service, employment service, sewage and water department, education services)

      (2) Specific identified speakers yielding information of specific type and expertise (e.g. one specific career: garbage collector, barber and beautician, bus driver, cab driver, lawyer, welder, brickmason).

b. Students to the community agency or individual career site of employment within single or multi-structure.

(1) Field trip type of visitation (walking or motorize mobility employed for entire class.)

(2) Specific selected group by elementary school guidance counselor and/or teacher(s) for field trip of group observation experiences.

(3) Individual student visitation to work-site for observation(s) and shadowing experiences.

c. Elementary classroom teacher and/or elementary guidance counselor arranged peer group visitations to work-site or resource person appearing at school with peer group for specific career awareness tasks with interfacing of:

(1) Testing program as provided by elementary guidance counselor, school psychologist, and/or elementary classroom teacher.

(2) Interviews by resource person(s) from community and school personnel.

(3) Request from parents to meet specific self and career awareness aspects of the world of work.

4. Utilization of the elementary school counselor.

a. Counselor-teacher team approach

(1) Values clarification techniques

(2) Parent involvement for input

(3) Community leadership and assistance

b. Values clarification utilizing the elementary school counselor and teacher using such specific techniques as in the book by Sidney Simon on Values Clarification.

5. Elementary classroom teacher developed classroom strategies weaving attitudes, responsibilities, and values into elementary classroom curriculum activities.

6. Student journals at intermediate elementary classroom levels.

   a. Scrap book style

      (1) Newspaper clippings

      (2) Old maganizes

      (3) Other clipping sources

   b. The student journal can be planned along with some of the Yellow Brick Road teacher/counselor activities. Please consult the guide for information.

   c. Utilize the journals to enhance the childs awareness throughout the intermediate grades. These journals may be designed to carry over into either middle or junior high school activiites provided communication exists among and between schools and personnel.

7. Testing Program as defined by district school policy and procedures

   a. Group (system-wide)

   b. Individual--via identified and certified school personnel (e.g. school psychologist, psychometrist)

   c. Utilization of results provided by parent from test results obtained from gut of school (private) sources and verified reliable and valid by a certified psychometrist.

8. Teacher developed classroom strategies weaving attitudes, responsibilities, and values into classroom curriculum activities.

D. Students will recognize that social, educational, and cultural forces influence their development.

The child recognizes that his cumulative life experiences determine the way his career develops.

1. Utilization of various instructional modes of instruction in development of self and career awareness.

   a. Teacher-lecture

   b. Organized small group interaction with a planned activity.

c. Other instructional methods employed via classroom teacher, additionally aided when appropriate by

(1) School counselor

(2) Teacher aide

(3) Parent(s)

(4) FTA members

(5) Community support personnel

(6) Business, trade, industrial, etc. personnel

2. Elementary classroom teacher and elementary school counselor, elementary classroom teacher assisted by elementary school counselor, or elementary school counselor working in the affective domain utilization materials in the following form(s):

a. Films orientated to enhance the purpose of number 2 above. Location of available films can be ascertained by assessing the current status of collection: within school; contact with other schools cooperatively loaning films; career education libraries and centers; county school districts stock; and other community, state, and national agencies (private or government) cooperatively sharing/loaning, etc. films to schools.

b. Cassette, eight-track, or reel-to-reel audio tapes acquired in the same manner in the preceeding actions of the above "a" listing.

c. Slides, slide-tape preparations, filmstrips, and other combinations utilizing the media techniques of visual slide and audio tape self and career awareness presentations.

d. Posters, pictures, other media of this type. Notation: posters, pictures, etc. depicting career and self awareness stimuli may be acquired by purchasing from companies or developed by elementary classroom and school counselors. Also, if the school system has a media specialist adept at preparation of identified materials, this may be a process of acquiring needed audio and visual materials. Additionally, many associations and organizations can supply materials of career awareness levels.

3. Tell-a-story teaching technique utilizing:

   a. Self Awareness related materials

   b. Social related materials

      (1) Local newspaper for local events and other related national personalities of current interest.

      (2) Classroom member interactions

      (3) Various modes of social activities in other countries.

   c. Career Awareness related materials

   d. Leisure time related materials

      (1) Understanding of paid and unpaid work.

      (2) The advent of forecasted leisure-time avocational pursuits.

4. Utilization of elementary school counselor

   a. Elementary classroom teacher--school counselor combined teamwork approach.

      (1) Utilizing values clarification techniques for self and career awareness.

      (2) Parents contacted to gain involvement and input.

      (3) Values Clarification techniques utilizing the elementary school counselor, and if feasible, the classroom teacher using such specific techniques as in Sidney Simon's text entitled Values Clarification.

   b. Elementary school counselor interview with:

      (1) Elementary Student

      (2) Elementary student and his/her parent or guardian

      (3) Group of elementary students (classroom composition or selected group).

c. Testing program

(1) Identifying possible limiting

(a) Mental disabilities

(b) Physical disabilities

(2) Identifying possible exceptionally gifted

(a) Mental attributes

(b) Physical attributes

(3) Combination of either (1) or (2) above.

d. Counselor inventorying and surveying techniques (although interest are considered unstable until at least adolescence, some tentative assessment of interest to provide fantasy experiences)

(1) Fantasy

(2) Role-playing of sociodrome.

(a) Self, human relation situations

(b) Career and personal involvements

5. Elementary school counselor and elementary classroom teacher as a team or elementary school classroom teacher assisted by elementary school counselor in the following materials in assisting the students to assess his own unique set/system of values.

a. DUSO series: DUSO Kit I: Primary; DUSO II: Intermediate levels.

b. The Yellow Brick Road guide
Note: Guide's description in appendix

c. Focus on Self Development, by SRA

Stage 1, K-1: Awareness

Stage 2, 2-3: Involvement

Stage 3, 4-5: Responding

d. Discovering Self and Play, by McKnight. Three levels geared toward attitudes and appreciations; materials (e.g. flip-book, filmstrip)

e. Fusion of Applied and Intellectual Skills (FAIS)

FAIS K-2 Kit

FAIS 3-5 Kit

FAIS 6-8 Kit

f. Developing Basic Values, by Singer
Feasible at Primary

g. Learning About me, by Singer
Development of Self Concept

h. Teaching Children Values, by Educational Activities
Primary Level

i. Getting to Know Me, by Singer
Levels K-5

j. Toy Therapy Techniques (play therapy).
Techniques that utilize psychomotor activities promoting fantasy of career and self awareness.

6. Elementary classroom teacher developed strategies weaving attitudinal approaches, varied responsibilities, and values into classroom curriculum activities.

7. Identified Community Resource Sites and Individuals

a. Identified speakers with "hands-on" knowledge and ability to relate to elementary student(s)

(1) Generalized type of presentation relating the world of work to the student(s) (e.g. a business management level presenter relating an overview of an identified career education clustered business: insurance company, real estate, automobile dealership, radio or television station).

(2) Specific identified speakers yielding information concerning their "hands-on" experiences (type and expertise), e.g. horse trainer, promotion director, civil engineer, mayor, school board member, unskilled laborer)

b. Visitation of student(s) to the identified community site (e.g. career, agency)

(1) Utilization of field-trip-type of visitation (walking or motorize mobility employed for entire class or group of classes in concert; caution: check school board policy regarding of school ground activity)

(2) An identified select group of students by elementary classroom teacher(s) and/or elementary school counselors for site visit, to gain group observation experiences.

(3) Individual student visitation to work-site(s) for observational experiences and/or "shadowing" purposes. (Note: always follow school board policy regarding any activities of community involvement whether a resource visitor or off-campus career and self awareness activity).

c. Elementary classroom teacher and/or elementary school counselors arranged peer-group visitations to identified world of work site or community resources presentor to classroom or campus for specific career awareness task with interfacing of:

(1) Testing program as provided by elementary school guidance counselor, school psychologist, and/or elementary classroom teacher.

(2) Interviews by identified resource person(s) from community and school personnel.

(3) Parents requesting to meet specifics of self and career awareness aspects of the world of work (e.g. identified by PTA, classroom parents organizations).

*The child recognizes that the school helps him to develop behaviors and skills needed for life and work.

K-6 Elementary Levels

1. Teacher and counselor, teacher assisted by counselor, or counselor working in the affective domain utilizing materials (as in the preceeding number one) in the following form(s):

a. Films orientated to enhance the purpose of Federal Guideline Two. Location of available films can be ascertained by assessing the current status of collections: within school; contact with other schools cooperatively loaning

films; career education libraries and centers; county school district's stock; and other community, state, and national agencies cooperatively sharing, loaning, etc. films to schools.

b. Cassette, eight-track, or reel-to-reel audio tapes acquired in the same manner in the preceeding actions of the above "a" listing.

c. Slides, slide-tape preparations, filmstrips, and other combinations utilizing the media techniques of visual slide and audio tape self and career awareness presentations.

d. Posters, pictures, other media of this type. Notation: Posters, pictures, etc. depicting career and self awareness stimuli may be acquired by purchasing from companies or developed by teachers and counselors. Also, if the school system has a media specialist adept at preparation of identified materials, this may be a process of acquiring needed audio and visual materials. Additionally, many association and organization can supply materials of career awareness levels.

e. Picture-discussion

f. VTR "replays" of career and self awareness activities.

2. Elementary classroom teacher and school counselor, elementary classroom teacher assisted by the elementary school counselor, or elementary school counselor working in affective domain utilizing materials as in number two above in the following form(s):

a. Films orientated to enhance the purpose of number two above of federal guideline two. Location of available films can be ascertained by assessing the current status of collections within school, contact with other schools cooperatively loaning of films; career education libraries and centers; county school districts stock, and other community, state, and national agencies cooperatively sharing, loaning, etc., films to schools.

b. Cassette, eight-track, or reel-to-reel audio tapes acquired in the same manner in the preceeding actions of the above "a" listing.

c. Slides, slide tape presentations, filmstrips and other combinations utilizing the media techniques of visual slide and audio tape presentations of self and career awareness.

d. Posters, pictures, and other media of this type. Notation: Posters, pictures, etc., depicting career and self awareness stimuli may be acquired by purchasing from companies or developed by teachers and counselors. Additional notation: If the school system has a media specialist who is adept at preparation of identified materials--this may be a potential process of acquiring a rotation of varied technqiues to build into a career and self awareness program. Many associations and organizations can supply materials that relate to the awareness levels.

(1) Books

(2) Brochures

(3) Monography

(4) Briefs

(5) Other

3. Elementary school counselor

a. Counselor interview with

(1) Student

(2) Student-parent

(3) Group of students

b. Testing program

(1) Identifying possible limiting

(a) Mental disabilities

(b) Physical disabilities

(2) Identifying possible exceptionally gifted

(a) Mental attributes

(b) Physical attributes

(3) Combination of either (1) or (2) above.

c. Counselor inventorying and surveying techniques (although interest are considered unstable until at least adolescence, some tentative assessment of interest to provide fantasy experiences)

(1) Fantasy

(2) Psychodrama of

(a) Self, human relation situations

(b) Career and personal involvements

4. Utilization of various instructional modes of instruction in development of self and career awareness.

a. Teacher-lecture

b. Organized small group interaction with a planned activity

c. Other instructional methods employed via classroom teacher, additionally aided when appropriate by

(1) School counselor (elementary)

(2) Teacher aide

(3) Parent(s)

(4) FTA members

(5) Community support personnel

(6) Business, trade, industrial, etc. personnel

5. Teacher developed classroom strategies weaving attitudes, responsibilities, and values into classroom curriculum activities.

6. Community Resources

a. Identified speakers with knowledge and ability to relate

(1) Generalized type of presentation relating the world of work to the student (e.g. an agency related giving overview: postal service, health department, fire and police departments).

(2) Specific identified speakers yielding information of specific type and expertise (e.g. one specific career: dentist, medical doctor, elementary guidance counselor, welder, brick mason).

b. Students to the community agency or individual career site of employment within single or multi-structure.

(1) Field trip type of visitation (walking or motorize mobility employed for entire class.)

(2) Specific selected group by elementary school guidance counselor and/or teacher(s) for field-trip of group observation experiences.

(3) Individual student visitation to work-site for observation or shadowing experiences. (School district policy should be consulted before action involving off-campus activities for students.)

7. Elementary school counselor and classroom teacher as a team and/or classroom teacher assisted by elementary school counselor in the following materials in assisting the students to assess his own unique set/ system of values.

a. DUSO Kit I and DUSO Kit II

b. The Yellow Brick Road, guide

c. Focus on Self Development, by SRA

Stage 1, K-1: Awareness

Stage 2, 2-3: Involvement

Stage 3, 4-5: Responding

d. Discovering Self and Play, by McKnight. Three levels--attitudes and appreciations; materials (e.g. flip-book, filmstrip)

e. Fusion of Applied and Intellectual Skills (FAIS), by Educational Achievement Corporation.

FAIS Kit--K-2

FAIS Kit--3-5

f. Developing Basic Values, by Singer
Primary Level

g. Learning About Me, by Singer
(Development of self concept)

h. Teaching Children Values, by Educational Activities, Inc.
Primary Level

i. Getting to Know Me, by Singer
Primary Level

j. Toy Therapy--(play therapy)
Methods and techniques of utilizing toys.

FEDERAL GUIDELINE II

STUDENTS WILL DEMONSTRATE INCREASED COMPETENCY IN BASIC ACADEMIC/VOCATIONAL SKILLS:

A. Students will be able to demonstrate generally useful numerical skills

K-6 Elementary Levels:

School District Testing Program--

1. Teacher involvement
2. Counselor involvement
3. School psychologist involvement
4. School administration involvement
5. Community involvement (parents)

B. Students will be able to demonstrate generally useful communication skills

K-6 Elementary Levels

School District Testing Program--

1. Teacher involvement
2. Counselor involvement
3. School psychologist involvement
4. School administration involvement
5. Community involvement (parents)

C. Students will be able to demonstrate generally useful information processing skills.

K-6 Elementary Levels

1. Teacher involvement

2. Counselor involvement

3. School psychologist involvement

4. School administration involvement

5. Community involvement (parents)

D. Students will be able to demonstrate generally useful decision-making skills.

K-6 Levels

The child recognizes that individuals must make choices and solve problems and accept the consequences of their choice.

1. School counselor and teacher as team or teacher assisted by elementary school counselor with the following techniques and types of materials in assisting the students to assess his/her own unique set/system of values.

   a. DUSO Kits (DUSO I: Primary; DUSO II: Intermediate)

   b. The Yellow Brick Road, guide

   c. Focus on Self Development, by SRA.

      Stage 1, K-1: Awareness

      Stage 2, 2-3: Involvement

      Stage 3, 4-5: Responding

   d. Discovering Self and Play, by McKnight. Three levels are sequentially arranged for building attitudes and working with affectiveness throughout the elementary school years. Hardware (e.g. flip-book, filmstrip)

   e. FAIS (Fusion of Applied and Intellectual Skills)

      FAIS K-2 Kit

      FAIS 3-5 Kit

      FAIS 6-8 Kit

f. Developing Basic Values, by Singer
Feasible at Primary (K-2) level.

G. Learning About Me, by Singer
(Development of self concept)

h. Teaching Children Values, by Educational Activities, Inc.
Feasible at Primary (K-2) level.

i. Getting To Know Me, by Singer

j. Toy Therapy Techniques (play therapy).
Techniques that utilize psychomotor activities promoting fantasy of career and self awareness.

2. Teacher and counselor, teacher assisted by counselor, or counselor working in the affective domain utilizing materials (as in the preceeding number one) in the following form(s):

a. Films orientated to enhance the purpose of Federal Guideline Two. Location of available films can by ascertained by assessing the current status of collections: within school; contact with other schools cooperatively loaning films; career education libraries and centers; county school district's stock; and other community, state, and national agencies cooperatively sharing, loaning, etc. films to schools.

b. Cassette, eight-track, or reel-to-reel audio tapes acquired in the same manner in the preceeding actions of the above "a" listing.

c. Slides, slide-tape preparations, filmstrips, and other combinations utilizing the media techniques of visual slide and audio tape self and career awareness presentations.

d. Posters, pictures, other media of this type. Notation: Posters, pictures, etc., depicting career and self awareness stimuli may be acquired by purchasing from companies or developed by teachers and counselors. Also, if the school system has a media specialist adept at preparation of identified materials, this may be a process of acquiring needed audio and visual materials. Additionally, many association and organization can supply materials of career awareness levels.

3. Utilization of elementary school counselor

   a. Elementary teacher-counselor team work approach

      (1) Utilizing values clarification techniques for self and career awareness.

      (2) Parents contacted to gain involvement and input.

      (3) Values clarification technique, utilizing the elementary school counselor, and if feasible, the classroom teacher, using such specific techniques as in Sidney Simon's text entitled Values Clarification.

4. Teacher developed classroom strategies weaving attitudes, responsibilities, and values into classroom curriculum activities.

5. Community Resources

   a. Identified speakers with knowledge and ability to relate

      (1) Generalized type of presentation relating the world of work to the student (e.g. an agency related giving overview: postal service, health department, fire and police departments).

      (2) Specific identified speakers yielding information of specific type and expertise (e.g. one specific career: dentist, medical doctor, elementary guidance counselor, welder, brick mason).

   b. Students to the community agency or individual career site of employment within single or multi-structure.

      (1) Field trip type of visitation (walking or motorize mobility employed for entire class.)

      (2) Specific selected group by elementary school guidance counselor and/or teacher(s) for field-trip of group observation experiences.

      (3) Individual student visitation to work-site for observation or shadowing experiences. (School district policy should be consulted before action involving off-campus activities for students.)

c. Teacher and/or elementary school guidance counselor arranged peer group visitations to work-site or resource person appearing at school with peer group for specific career awareness tasks with inter facing of:

(1) Testing program as provided elementary school guidance counselor, school psychologist, and/or elementary classroom teacher.

(2) Interviews by resource person(s) from community and school personnel.

(3) Request from parents to meet specific self and career awareness aspects of the "world of work."

*The child recognizes that an individual's skills in setting goals for himself and developing a plan of action in pursuing his goals influence his career effectiveness.

1. Elementary school counselor and classroom teacher as a team and/or classroom teacher assisted by elementary school counselor in the following materials in assisting the students to assess his own unique set/system of values.

a. DUSO Kit I and DUSO Kit II

b. The Yellow Brick Road, guide

c. Focus on Self Development, by SRA

Stage 1, K-1: Awareness

Stage 2, 2-3: Involvement

Stage 3, 4-5: Responding

d. Discovering Self and Play, by McKnight. Three levels--attitudes and appreciations; materials (e.g. flip-book, filmstrip)

e. Fusion of Applied and Intellectual Skills (FAIS), by Educational Achievement Corporation.

FAIS Kit--K-2

FAIS Kit--3-5

f. Developing Basic Values, by Singer
Primary Level

g. Learning About Me, by Singer
(Development of self concept)

h. Teaching Children Values, by Educational Activities, Inc.
Primary Level

i. Getting to Know Me, by Singer
Primary Level

j. Toy Therapy--(play therapy)
Methods and techniques of utilizing toys.

2. Elementary classroom teacher and school counselor, elementary classroom teacher assisted by the elementary school counselor, or elementary school counselor working in affective domain utilizing materials as in number two above in the following form(s):

a. Films orientated to enhance the purpose of number two above of federal guideline two. Location of available films can be ascertained by assessing the current status of collections within school, contact with other schools cooperatively loaning of films; career education libraries and centers; county school districts stock, and other community state, and national agencies cooperatively sharing, loaning, etc., films to schools.

b. Cassette, eight-track, or reel-to-reel audio tapes acquired in the same manner in the preceeding actions of the above "a" listing.

c. Slides, slide tape presentations, filmstrips and other combinations utilizing the media techniques of visual slide and audio tape presentations of self and career awareness.

d. Posters, pictures, and other media of this type. Notation: Posters, pictures, etc., depicting career and self awareness stimuli may be acquired by purchasing from companies or developed by teachers and counselors. Additional notation: If the school system has a media specialist who is adept at preparation of identified materials--this may be a potential process of acquiring a rotation of varied techniques to build into a career and self awareness program. Many associations and organizations can supply materials that relate to the awareness levels.

3. Utilization of the elementary school counselor.

   a. Counselor-teacher team approach

      (1) Values clarification techniques

      (2) Parent involvement for input

      (3) Community leadership and assistance

   b. Values clarification utilizing the elementary school counselor and teacher using such specific techniques as in the book by Sidney Simon on Values Clarification.

4. Elementary classroom teacher developed classroom strategies weaving attitudes, responsibilities, and values into elementary classroom curriculum activities.

5. Community-Area Resources

   a. Identified speakers with knowledge and ability to relate

      (1) Generalized type of presentation relating the world of work to the student (e.g. an agency related giving overview: agricultural service, employment service, sewage and water department, education services)

      (2) Specific identified speakers yielding information of specific type and expertise (e.g. one specific career: garbage collector, barber and beautician, bus driver, cab driver, lawyer, welder, brickmason).

   b. Students to the community agency or individual career site of employment within single or multi-structure.

      (1) Field trip type of visitation (walking or motorize mobility employed for entire class.)

      (2) Specific selected group by elementary school guidance counselor and/or teacher(s) for field trip of group observation experiences.

      (3) Individual student visitation to work-site for observation(s) and shadowing experiences.

   c. Elementary classroom teacher and/or elementary guidance counselor arranged peer group visitations to work-site or resource person appearing at school with peer group for specific career awareness tasks with interfacing of:

(1) Testing program as provided by elementary guidance counselor, school psychologist, and/or elementary classroom teacher.

(2) Interviews by resource person(s) from community and school personnel.

(3) Request from parents to meet specific self and career awareness aspects of the world of work.

E. Student will be able to demonstrate generally useful inter-personal skills

K-6

The child recognizes that an indivudual's effectiveness (in his work) is dependent upon his ability to accept others and to cooperate with them.

1. Elementary school counselor and elementary classroom teacher as a team or elementary school classroom teacher assisted by elementary school counselor in the following materials in assisting the students to assess his own unique set/system of values.

   a. DUSO series: DUSO Kit I: Primary; DUSO II: Intermediate levels.

   b. The Yellow Brick Road, guide
   *Note: Guide's description in appendix

   c. Focus on Self Development, by SRA

      Stage 1, K-1: Awareness

      Stage 2, 2-3: Involvement

      Stage 3, 4-5: Responding

   d. Discovering Self and Play, by McKnight. Three levels geared toward attitudes and appreciations; materials (e.g. flip-book, filmstrip)

   e. Fusion of Applied and Intellectual Skills (FAIS)

      FAIS K-2 Kit

      FAIS 3-5 Kit

      FAIS 6-8 Kit

f. Developing Basic Values, by Singer
Feasible at Primary

g. Learning About Me, by Singer
Development of Self Concept

h. Teaching Children Values, by Educational Activities
Primary Level

i. Getting to Know Me, by Singer
Levels K-5

j. Toy Therapy Techniques (play therapy).
Techniques that utilize psychomotor activities promoting fantasy of career and self awareness.

2. Elementary classroom teacher and elementary school counselor, elementary classroom teacher assisted by elementary school counselor, or elementary school counselor working in the affective domain utilization materials (as in the above number 1 of sub-part E of Federal Guideline II) in the following form(s):

a. Films orientated to enhance the purpose of #2 above. Location of available films can be ascertained by assessing the current status of collections: within school; contact with other schools cooperatively loaning films; career education libraries and centers; county school districts stock; and other community, state, and national agencies (private or government) cooperatively sharing/loaning, etc. films to schools.

b. Cassette, eight-track, or reel-to-reel audio tapes acquired in the same manner in the preceeding actions of the above "a" listing.

c. Slides, slide-tape preparations, filmstrips, and other combinations utilizing the media techniques of visual slide and audio tape self and career awareness presentations.

d. Posters, pictures, other media of this type. Notation: posters, pictures, etc. depicting career and self awareness stimuli may be acquired by purchasing from companies or developed by elementary classroom and school counselors. Also, if the school system has a media specialist adept at preparation of identified materials, this may be a process of acquiring needed audio and visual materials. Additionally, many associations and organizations can supply materials of career awareness levels.

3. Utilization of elementary school counselor

   a. Elementary classroom teacher--school counselor combined teamwork approach

      (1) Utilizing values clarification techniques for self and career awareness.

      (2) Parents contacted to gain involvement and input.

      (3) Values Clarification techniques utilizing the elementary school counselor, and if feasible, the classroom teacher using such specific techniques as in Sidney Simon's text entitled Values Clarification.

4. Elementary classroom teacher developed strategies weaving attitudinal approaches, varied responsibilities, and values into classroom curriculum activities.

5. Identified Community Resource Sites and Individuals

   a. Identified speakers with "hands-on" knowledge and ability to relate to elementary student(s)

      (1) Generalized type of presentation relating the world of work to the student(s) (e.g. a business management level presenter relating an overview of an identified career education clustered business: insurance company, real estate, automobile dealership, radio or television station).

      (2) Specific identified speakers yielding information concerning their "hands-on" experiences (type and expertise), e.g. horse trainer, promotion director, civil engineer, mayor, school board member, unskilled laborer)

b. Visitation of student(s) to the identified community site (e.g. career, agency)

(1) Utilization of field-trip-type of visitation (walking or motorize mobility employed for entire class or group of classes in concert; caution, check school board policy regarding of school ground activity)

(2) An identified select group of students by elementary classroom teacher(s) and/or elementary school counselors for site visit, to gain group observation experiences.

(3) Individual student visitation to work-site(s) for observational experiences and/or "shadowing" purposes. (Note: always follow school board policy regarding any activities of community involvement whether a resource visitor or off-campus career and self awareness activity).

c. Elementary classroom teacher and/or elementary school counselors arranged peer-group visitations to identified world of work site or community resource presentor to classroom or campus for specific career awareness task with interfacing of:

(1) Testing program as provided by elementary school guidance counselor, school psychologist, and/or elementary classroom teacher.

(2) Interviews by identified resource person(s) from community and school personnel.

(3) Parents requesting to meet specifics of self and career awareness aspects of the world of work (e.g. identified by PTA, classroom parents organizations).

FEDERAL GUIDELINE III

STUDENTS WILL DEMONSTRATE INCREASED AWARENESS OF WORK VALUES AND POSSESS A DESIRE TO ENGAGE IN PAID AND/OR UNPAID WORK:

A. Students will recognize the bases of various work values.

K-6 Elementary Levels

*The child recognizes there is value in the performance of all work.

1. Elementary school counselor and/or elementary classroom teacher utilizing selected items within psychomotor range and value in work performance

   a. Group work with class or selected group.

      (1) Simple hand tools

      (2) Puppets (hand, string)

      (3) Slides, slide-tapes, and tapes

      (4) Craft construction

      (5) Play money

      (6) Pictures depicting value in the performance of work.

   b. Individual work with students

      (1) Simple handtools

      (2) Puppets (hand, string)

      (3) Slides, slide-tapes, and tapes

      (4) Craft construction

      (5) Play money

      (6) Pictures depicting values in the performance of work

      (7) Art work

      (8) Fantasy of worker roles

c. Small group interaction

(1) Magic circle

(2) Fantasy situations

2. Elementary school counselor and elementary classroom teacher as team or teacher assisted by elementary school counselor with the following techniques and types of materials in assisting the students to assess his/her own unique set/system of values.

a. DUSO Kits (DUSO I: Primary; DUSO II: Intermediate)

b. The Yellow Brick Road, guide

c. Focus on Self Development, by SRA

Stage 1, K-1: Awareness

Stage 2, 2-3: Involvement

Stage 3, 4-5: Responding

d. Discovering Self and Play, by McKnight. Three levels are sequentially arranged for building attitudes and working with affectiveness throughout the elementary school years. Hardware (e.g. flip-book, filmstrip)

e. FAIS (Fusion of Applied and Intellectual Skills)

FAIS K-2 Kit

FAIS 3-5 Kit

FAIS 6-8 Kit

f. Developing Basic Values, by Singer
Feasible at Primary (K-2) level.

g. Learning About Me, by Singer
(Development of self concept)

h. Teaching Children Values, by Educational Activities, Inc.
Feasible at Primary (K-2) level.

i. Getting To Know Me, by Singer

j. Toy Therapy Techniques (play therapy).
Techniques that utilize psychomotor activities promoting fantasy of career and self awareness.

3. Teacher and counselor, teacher assisted by counselor, or counselor working in the affective domain utilizing materials (as in the preceeding number two) in the following form(s):

   a. Films orientated to enhance the purpose of Federal Guideline Three. Location of available films can be ascertained by assessing the current status of collections: within school; contact with other schools cooperatively loaning films; career education libraries and centers; county school district's stock; and other community, state, and national agencies cooperatively sharing, loaning, etc. films to schools.

   b. Cassette, eight-track, or reel-to-reel audio tapes acquired in the same manner in the preceeding actions of the above "a" listing.

   c. Slides, slide-tape preparations, filmstrips, and other combinations utilizing the media techniques of visual slide and audio tape self and career awareness presentations.

   d. Posters, pictures, other media of this type. Notation: Posters, pictures, etc., depicting career and self awareness stimuli may be acquired by purchasing from companies or developed by teachers and counselors. Also, if the school system has a media specialist adept at preparation of identified materials, this may be a process of acquiring needed audio and visual materials. Additionally, many association and organization can supply materials of career awareness levels.

4. Community Resources

   a. Identified speakers with knowledge and ability to relate

      (1) Generalized type of presentation relating the world of work to the student (e.g. an agency related giving overview: postal service, health department, fire and police departments).

      (2) Specific identified speakers yielding information of specific type and expertise (e.g. one specific career: dentist, medical doctor, elementary guidance counselor, welder, brick mason).

b. Students to the community agency or individual career site of employment within single or multi-structure.

(1) Field trip type of visitation (walking or motorize mobility employed for entire class).

(2) Specific selected group by elementary school guidance counselor and/or teacher(s) for field-trip of group observation experiences.

(3) Individual student visitation to work-site for observation or shadowing experiences. (School district policy should be consulted before action involving off-campus activities for students.)

c. Elementary classroom teacher and/or elementary school counselors arranged peer-group visitations to identified world of work site or community resource presentor to classroom or campus for specific career awareness task with interfacing of:

(1) Testing program as provided by elementary school guidance counselor, school psychologist, and/or elementary classroom teacher.

(2) Interviews by identified resource person(s) from community and school personnel.

(3) Parents requesting to meet specifics of self and career awareness aspects of the world of work (e.g. identified by PTA, classroom parents organizations).

B. Students will possess positive attitudes towards paid and unpaid work

Elementary Levels K-6

*The child recognizes work has different kinds of rewards, monetary and non-monetary.

1. Utilization of the elementary school counselor.

a. Counselor-teacher team approach

(1) Values clarification techniques

(2) Parent involvement for input

(3) Community leadership and assistance

b. Values clarification utilizing the elementary school counselor and teacher using such specific techniques as in the book by Sidney Simon on Values Clarification.

2. Elementary classroom teacher developed classroom strategies weaving attitudes, responsibilities, and values into elementary classroom curriculum activities.

3. Community-Area Resources

   a. Identified speakers with knowledge and ability to relate

      (1) Generalized type of presentation relating the world of work to the student (e.g. an agency related giving overview: agricultural service, employment service, sewage and water department, education services)

      (2) Specific identified speakers yielding information of specific type and expertise (e.g. one specific career: garbage collector, barber and beautician, bus driver, cab driver, lawyer, welder, brickmason).

   b. Students to the community agency or individual career site of employment within single or multi-structure.

      (1) Field trip type of visitation (walking or motorize mobility employed for entire class.)

      (2) Specific selected group by elementary school guidance counselor and/or teacher(s) for field trip of group observation experiences.

      (3) Individual student visitation to work-site for observation(s) and shadowing experiences.

   c. Elementary classroom teacher and/or elementary guidance counselor arranged peer group visitations to work-site or resource person appearing at school with peer group for specific career awareness tasks with interfacing of:

      (1) Testing program as provided elementary school guidance counselor, school psychologist, and/or elementary classroom teacher.

      (2) Interviews by resource person(s) from community and school personnel

(3) Request from parents to meet specific self and career awareness aspects of the "world of work."

4. Elementary school counselor and elementary classroom teacher as a team or elementary school classroom teacher assisted by elementary school counselor in the following materials in assisting the students to assess his own unique set/system of values.

   a. DUSO series: DUSO Kit I: Primary; DUSO II: Intermediate levels.

   b. The Yellow Brick Road guide
   *Note: Guide's description in appendix

   c. Focus on Self Development, by SRA

      Stage 1, K-1: Awareness

      Stage 2, 2-3: Involvement

      Stage 3, 4-5: Responding

   d. Discovering Self and Play, by McKnight. Three levels geared toward attitudes and appreciations; materials (e.g. flip-book, filmstrip)

   e. Fusion of Applied and Intellectual Skills (FAIS)

      FAIS K-2 Kit

      FAIS 3-5 Kit

      FAIS 6-8 Kit

   f. Developing Basic Values, by Singer
   Feasible at Primary (K-2) level.

   g. Learning About Me, by Singer
   (Development of self concept)

   h. Teaching Children Values, by Educational Activities, Inc.
   Feasible at Primary (K-2) level.

   i. Getting To Know Me, by Singer

   j. Toy Therapy Techniques (play therapy). Technqiues that utilize psychomotor activities promoting fantasy of career and self awareness.

5. Elementary classroom teacher and elementary school counselor, elementary classroom teacher assisted by elementary school counselor, or elementary school counselor working in the affective domain utilization materials in the following form(s):

   a. Films orientated to enhance the purpose of number 5 above. Location of available films can be ascertained by assessing the current status of collections: within school; contact with other schools cooperatively loaning films; career education libraries and centers; county school districts stock; and other community, state, and national agencies (private or government) cooperatively sharing/loaning, etc. films to schools.

   b. Cassette, eight-track, or reel-to-reel audio tapes acquired in the same manner in the preceeding actions of the above "a" listing.

   c. Slides, slide-tape preparations, filmstrips, and other combinations utilizing the media techniques of visual slide and audio tape self and career awareness presentations.

   d. Posters, pictures, other media of this type. Notation: posters, pictures, etc. depicting career and self awareness stimuli may be acquired by purchasing from companies or developed by elementary classroom and school counselors. Also, if the school system has a media specialist adept at preparation of identified materials, this may be a process of acquiring needed audio and visual materials. Additionally, many associations and organizations can supply materials of career awareness levels.

6. Elementary school counselor and/or elementary classroom teacher utilizing selected items within psychomotor range and value in work performance (e.g. childcraft, Corp.).

   a. Group work with class or selected group.

      (1) Single hand tools

      (2) Puppets (hand, string)

      (3) Slides, slide-tapes, and tapes

      (4) Craft construction

(5) Play money

(6) Pictures depicting objective

b. Individual work with students

(1) Simple handtools

(2) Puppets (hand, string)

(3) Slides, slide-tapes, and tapes

(4) Craft construction

(5) Play money

(6) Pictures depicting objective

(7) Teacher only: "Lists for Kids"

(8) Art work

(9) Fantasy of worker roles

c. Small group interaction

(1) Magic circle

(2) Fantasy situations

FEDERAL GUIDELINE IV

STUDENTS WILL DEMONSTRATE INCREASED AWARENESS OF AN KNOWLEDGE ABOUT WORK:

A. Students will know the major duties and required abilities of different types of paid and unpaid work.

K-6 Elementary Levels

*The child recognizes an individual's work roles are defined by certain characteristics.

1. Elementary school counselor and elementary classroom teacher as team or teacher assisted by elementary school counselor with the following techniques and types of materials in assisting the students to assess his/her own unique set/system of values.

   a. DUSO Kits (DUSO I: Primary; DUSO II: Intermediate)

   b. The Yellow Brick Road, guide

   c. Focus on Self Development, by SRA

      Stage 1, K-1: Awareness

      Stage 2, 2-3: Involvement

      Stage 3, 3-4: Responding

   d. Discovering Self and Play, by McKnight. Three levels are sequentially arranged for building attitudes and working with affectiveness throughout the elementary school years. Hardware (e.g. flip-book, filmstrip)

   e. FAIS (Fusion of Applied and Intellectual Skills)

      FAIS K-2 Kit

      FAIS 3-5 Kit

      FAIS 6-8 Kit

   f. Developing Basic Values, by Singer
      Feasible at Primary (K-2) level.

g. Learning About Me, by Singer
(Development of self concept)

h. Teaching Children Values, by Educational Activities, Inc.
Feasible at Primary (K-2) level.

i. Getting To Know Me, by Singer

j. Toy Therapy Techniques (play therapy).
Techniques that utilize psychomotor activities promoting fantasy of career and self awareness.

2. Community Resources

a. Identified speakers with knowledge and ability to relate

(1) Generalized type of presentation relating the world of work to the student (e.g. an agency related giving overview: postal service, health department, fire and police departments).

(2) Specific identified speakers yielding information of specific type and expertise (e.g. one specific career: dentist, medical doctor, elementary guidance counselor, welder, brick mason).

b. Students to the community agency or individual career site of employment within single or multi-structure.

(1) Field trip type of visitation (walking or motorize mobility employed for entire class.)

(2) Specific selected group by elementary school guidance counselor and/or teacher(s) for field trip of group observation experiences.

(3) Individual student visitation to work-site for observation or shadowing experiences. (School district policy should be consulted before action involving off-campus activities for students.)

3. Teacher developed classroom strategies weaving attitudes, responsibilities, and values into classroom curriculum activities.

4. Utilization of elementary school counselor

a. Elementary teacher-counselor team work approach

(1) Utilizing values clarification techniques for self and career awareness.

(2) Parents contacted to gain involvement and input.

(3) Values clarification technqiue, utilizing the elementary school counselor, and if feasible, the classroom teacher, using such specific techniques as in Sidney Simon's text entitled Values Clarification.

5. Teacher and counselor, teacher assisted by counselor, or counselor working in the affective domain utilizing materials (as in the preceeding number one) in the following form(s):

a. Films orientated to enhance the purpose of Federal Guideline Four. Location of available films can be ascertained by assessing the current status of collections: within school; contact with other schools cooperatively loaning films; career education libraries and centers; county school district's stock; and other community, state, and national agencies cooperatively sharing, loaning, etc. films to schools.

b. Cassette, eight-track, or reel-to-reel audio tapes acquired in the same manner in the preceeding actions of the above "a" listing.

c. Slides, slide-tape preparations, filmstrips, and other combinations utilizing the media techniques of visual slide and audio tape self and career awareness presentations.

d. Posters, pictures, other media of this type. Notation: Posters, pictures, etc., depicting career and self awareness stimuli may be acquired by purchasing from companies or developed by teachers and counselors. Also, if the school system has a media specialist adept at preparation of identified materials, this may be a process of acquiring needed audio and visual materials. Additionally, many association and organization can supply materials of career awareness levels.

6. Elementary Guidance Counselor

a. Assist the elementary classroom teacher

b. Presentation (oral) on worker roles and characteristics

(1) Maturity

(2) Ability levels

(3) Physical abilities

c. Prepares worker trait listing of several job or careers for comparison

d. Arranges counseling:

(1) Individual

(2) Group

7. Paraprofessional (e.g. teacher aide, teacher assistant, occupational specialist)

a. Assist elementary classroom teacher

(1) Arrange field trips

(2) Observations of roles

(3) Resource speakers

(a) General job roles

(b) Specific careers of interest

(c) Job cluster arrangement of physical and mental ability arrangement so that student recognizes characteristics

b. Assist elementary school counselor in activities and facilitation of activities.

c. Acquire materials

8. Media Specialist assisting in functions of #6 and #7 as above.

a. Fantasy

(1) Stories

(2) Socio-dramas

(3) Play therapy

(4) Art therapy

9. Utilization of parents--screened and versed as to level of comprehension

10. Peer talk and debate on roles of family and friends

11. Picture study to determine roles and characteristics

12. Special films

    a. Local development

    b. Special development

    c. Local VTR

    d. Slides with or without tapes

13. Toys--Plays and psychomotor development

    a. Fantasy

    b. Skill development

    c. Leisure time development

    d. Games

*The child recognizes various work roles (or occupations) require different skills, education, and personal qualities.

1. Study of worker traits by:

    a. D.O.T.*

    b. Employment Outlook Handbook*

    c. Cluster arrangement*

2. Elementary classroom teacher and elementary school counselor, elementary classroom teacher assisted by elementary school counselor, or elementary school counselor working in the affective domain utilization materials in the following form(s):

    a. Films orientated to enhance the purpose of #2 above. Location of available films can be ascertained by assessing the current status of collections: within school; contact with other schools cooperatively loaning films; career education libraries and centers; county school districts stock; and other community, state, and national agencies (private or government) cooperatively sharing/loaning, etc. films to schools.

    b. Cassette, eight-track, or reel-to-reel audio tapes acquired in the same manner in the preceeding actions of the above "a" listing.

---

*All by teacher creativity, student does not research these books and concepts.

c. Slides, slide-tape preparations, filmstrips, and other combinations utilizing the media techniques of visual slide and audio tape self and career awareness presentations.

d. Posters, pictures, other media of this type. Notation: posters, pictures, etc. depicting career and self awareness stimuli may be acquired by purchasing from companies or developed by elementary classroom and school counselors. Also, if the school system has a media specialist adept at preparation of identified materials, this may be a process of acquiring needed audio and visual materials. Additionally, many associations and organizations can supply materials of career awareness levels.

B. Students will know differences in work conditions and life styles associated with different types of paid and unpaid work.

Elementary Grade Levels K-6

*The child recognizes an individual's work roles are defined by certain characteristics.

1. Occupational Specialist, teacher assistant, teacher aide, parent, etc. assisting with class presentation on career and self awareness

a. Showing films concerning job clusters

b. Oral presentation

(1) Occupational series

(2) Occupational monographs

(3) Brochures

(4) Interviews with business and industrial leaders in the community

(5) Arrangement for:

(a) Resource speakers (general in nature to clusters)

(b) Resource speakers (specific in nature to clusters

(c) Field trips

(d) Shadow and observation posting arrangements

2. Teacher assistants, teacher aids, parents, occupational specialist assisting the elementary classroom teacher with preparation(s)

   a. Ordering films

   b. Ordering booklets

   c. A/V preparations

   d. Assisting with defining worker traits, roles, characteristics

   e. Providing group occupational counseling

3. Elementary school Media Specialist providing

   a. Materials available from library

   b. Assisting teachers in acquiring materials

   c. Preparation of materials

4. Elementary school counselor assisting elementary classroom teacher in lesson preparation:

   a. Emphasizing worker roles

   b. Worker traits

   c. Worker physical and mental abilities expected by employers

   d. Elementary school counselor conducting:

      (1) Sections of commercial kits such as FAIS (Fusion of Applied and Intellectual Skills) DUSO, Yellow Brick Road, etc.

      (2) Group counseling techniques

      (3) Peer type counseling utilizing special students within school, but not all from same class

      (4) Parent-student counseling

      (5) Individual counseling

      (6) Other occupational worker role characteristic

5. Elementary school counselor and classroom teacher as a team and/or classroom teacher assisted by elementary school counselor in the following materials in assisting the students to assess <u>his</u> own unique set/system of values.

a. DUSO Kit I and DUSO Kit II

b. The Yellow Brick Road, guide

c. Focus of Self Development, by SRA

Stage 1, K-1: Awareness

Stage 2, 2-3: Involvement

Stage 3, 4-5: Responding

d. Discovering Self and Play, by McKnight.
Three levels--attitudes and appreciations; materials (e.g. flip-book, filmstrip)

e. Fusion of Applied and Intellectual Skills (FAIS), by Educational Achievement Corporation.

FAIS Kit--K-2

FAIS Kit--3-5

FAIS Kit--6-8

f. Developing Basic Values, by Singer
Primary level

g. Learning About Me, by Singer
(Development of self concept)

h. Teaching Children Values, by Educational Activities, Inc.
Primary level

i. Getting to Know Me, by Singer
Primary Level

j. Toy Therapy--(play therapy)
Methods and techniques of utilizing toys.

6. Elementary classroom teacher developed classroom strategies weaving attitudes, responsibilities, and values into elementary classroom curriculum activities.

7. Utilization of the elementary school counselor.

a. Counselor-teacher team approach

(1) Values clarification techniques

(2) Parent involvement for input

(3) Community leadership and assistance

b. Values clarification utilizing the elementary school counselor and teacher using such specific techniques as in the book by Sidney Simon on Values Clarification.

(1) Testing program as provided by elementary guidance counselor, school psychologist, and/or elementary classroom teacher.

(2) Interviews by resource person(s) from community and school personnel.

(3) Request from parents to meet specific self and career awareness aspects of the world of work.

6. Community-Area Resources

a. Identified speakers with knowledge and ability to relate

(1) Generalized type of presentation relating the world of work to the student (e.g. an agency related giving overview: agricultural service, employment service, sewage and water department, education services)

(2) Specific identified speakers yielding information of specific type and expertise (e.g. one specific career: garbage collector, barber and beautician, bus driver, cab driver, lawyer, welder, brickmason).

b. Students to the community agency or individual career site of employment within single or multi-structure.

(1) Field trip type of visitation (walking or motorize mobility employed for entire class.)

(2) Specific selected group by elementary school guidance counselor and/or teacher(s) for field trip of group observation experiences.

(3) Individual student visitation to work-site for observation(s) and shadowing experiences.

c. Elementary classroom teacher and/or elementary guidance counselor arranged peer group visitations to work-site or resource person appearing at school with peer group for specific career awareness tasks with interfacing of:

(1) Testing program as provided by elementary guidance counselor, school psychologist, and/or elementary classroom teacher.

(2) Interviews by resource person(s) from community and school personnel.

(3) Request from parents to meet specific self and career awareness aspects of the world of work.

Elementary Grade Levels K-6

*The child recognizes various work roles (or occupations) require different skills, education, and personal qualities.

1. Media Specialist listing available materials in the career information center of school and library that yield information concerning this objective.

   a. Occupational monographs

   b. Brochures

   c. Books

   d. Tapes, and tape-slide arrangements

   e. Filmstrips, and filmstrip with sound for Dukane

   f. 16mm and 8 mm films (reels and loops)

   g. VTR tapes made available

2. Utilization of elementary school counselor

   a. Elementary classroom teacher--school counselor combined teamwork approach

      (1) Utilizing values clarification techniques for self and career awareness.

      (2) Parents contacted to gain involvement and input.

      (3) Values Clarification techniques utilizing the elementary school counselor, and if feasible, the classroom teacher using such specific techniques as in Sidney Simon's text entitled Values Clarification.

3. Identified Community Resource Sites and Individuals

   a. Identified speakers with "hands-on" knowledge and ability to relate to elementary student(s)

(1) Generalized type of presentation relating the world of work to the student(s) (e.g. a business management level presenter relating an overview of an identified career education clustered business: insurance company, real estate, automobile dealership, radio or television station).

(2) Specific identified speakers yielding information concerning their "hands-on" experiences (type and expertise), e.g. horse trainer, promotion director, civil engineer, mayor, school board member, unskilled laborer).

b. Visitation of student(s) to the identified community site (e.g. career, agency)

(1) Utilization of field-trip-type of visitation (walking or motorize mobility employed for entire class or group of classes in concert; caution, check school board policy regarding of school ground activity)

(2) An identified select group of students by elementary classroom teacher(s) and/or elementary school counselors for site visit, to gain group observation experiences.

(3) Individual student visitation to work site(s) for observational experiences and/or "shadowing" purposes. (Note: always follow school board policy regarding any activities of community involvement whether a resource visitor or off-campus career and self awareness activity).

c. Teacher and/or elementary school guidance counselor arranged peer group visitations to work site or resource person appearing at school with peer group for specific career awareness tasks with interfacing of:

(1) Testing program as provided elementary school guidance counselor, school psychologist, and/or elementary classroom teacher.

(2) Interviews by resource person(s) from community and school personnel.

(3) Request from parents to meet specific self and career awareness aspects of the "world of work."

4. Elementary classroom teacher developed strategies weaving attitudinal approaches, varied responsibilities, and values into classroom curriculum activities.

5. Elementary classroom teacher and school counselor, elementary classroom teacher assisted by the elementary school counselor, or elementary school counselor working in affective domain utilizing materials as in number two above in the following form(s):

   a. Films orientated to enhance the purpose of number two above of federal guideline two. Location of available films can be ascertained by assessing the current status of collections within school, contact with other schools cooperatively loaning of films; career education libraries and centers; county school districts stock, and other community, state, and national agencies cooperatively sharing loaning, etc., films to schools.

   b. Cassette, eight-track, or reel-to-reel audio tapes acquired in the same manner in the preceeding actions of the above "a" listing.

   c. Slides, slide tape presentations, filmstrips and other combinations utilizing the media techniques of visual slide and audio tape presentations of self and career awareness.

   d. Posters, pictures, and other media of this type. Notation: Posters, pictures, etc., depicting career and self awareness stimuli may be acquired by purchasing from companies or developed by teachers and counselors. Additional notation: If the school system has a media specialist who is adept at preparation of identified materials--this may be a potential process of acquiring a rotation of varied techniques to build a career and self awareness program. Many associations and organizations can supply materials that relate to the awareness levels.

6. Elementary school counselor and elementary classroom teacher as a team or elementary school classroom teacher assisted by elementary school counselor in the following materials in assisting the students to assess his own unique set/system of values.

   a. DUSO series: DUSO Kit I: Primary; DUSO II: Intermediate levels.

   b. The Yellow Brick ROad, guide
   *Note: Guide's description in appendix

c. Focus on Self Development, by SRA

Stage 1, K-1: Awareness

Stage 2, 2-3: Involvement

Stage 3, 4-5: Responding

d. Discovering Self and Play, by McKnight.
Three levels geared toward attitudes and appreciations; materials (e.g. flip-book, filmstrip)

e. Fusion of Applied and Intellectual Skills (FAIS)

FAIS K-2 Kit

FAIS 3-5 Kit

FAIS 6-8 Kit

f. Developing Basic Values, by Singer
Feasible at Primary

g. Learning About Me, by Singer
Development of Self Concept

h. Teaching Children Values, by Educational Activities
Primary Level

i. Getting to Know Me, by Singer
Levels K-5

j. Toy Therapy Techniques (play therapy).
Techniques that utilize psychomotor activities promoting fantasy of career and self awarenss.

C. Students will know entry requirements for major types of paid and unpaid work.

*The child recognizes an individual's work roles are defined by certain characteristics.

1. Elementary guidance counselor

a. Assist classroom teacher

b. Presentation (oral) or worker roles and characteristics

(1) Maturity

(2) Ability levels

(3) Physical abilities

c. Prepares worker trait listing of several job or careers for comparison

d. Arranges counseling

(1) Individual

(2) Group

2. Elementary classroom teacher and elementary school counselor, elementary classroom teacher assisted by elementary school counselor, or elementary school counselor working in the affective domain utilization materials in the following form(s):

a. Films orientated to enhance the purpose of #2 above. Location of available films can be ascertained by assessing the current status of collections: within school; contact with other schools cooperatively loaning films; career education libraries and centers; county school districts stock; and other community, state, and national agencies (private or government) cooperatively sharing/loaning, etc. films to schools.

b. Cassette, eight-track, or reel-to-reel audio tapes acquired in the same manner in the preceeding actions of the above "a" listing.

c. Slides, slide-tape preparations, filmstrips, and other combinations utilizing the media techniques of visual slide and audio tape self and career awareness presentations.

d. Posters, pictures, other media of this type. Notation: posters, pictures, etc. depicting career and self awareness stimuli may be acquired by purchasing from companies or developed by elementary classroom and school counselors. Also, if the school system has a media specialist adept at preparation of identified materials, this may be a process of acquiring needed audio and visual materials. Additionally, many associations and organizations can supply materials of career awareness levels.

3. Teacher aide, teacher assistant, occupational specialist etc.

a. Assist classroom teacher

(1) Arrange field trips

(2) Observation of roles

(3) Resource speakers

(a) General job roles

(b) Specific careers of interest

(c) Job cluster arrangement of physical and mental ability arrangement so that student recognizes characteristics

b. Assist ccunselor in activities and facilitation of activities.

c. Acquire materials

4. Media Specialist assisting in functions of #2 and #3 as above.

5. Fantasy by elementary school counselor

a. Stories

b. Psycho dramas

c. Play therapy

d. Art therapy

6. Utiliztion of elementary school counselor

a. Elementary classroom teacher--school counselor combined teamwork approach

(1) Utilizing values clarification techniques for self and career awareness.

(2) Parents contacted to gain involvement and input.

(3) Values clarification techniques utilizing the elementary school counselor, and if feasible, the classroom teacher using such specific techniques as in Sidney Simon's text entitled Values Clarification.

Elementary classroom teacher developed strategies weaving attitudinal approaches, varied responsibilities, and values into classroom curriculum activities.

7. Identified Community Resource Sites and Individuals

a. Identified speakers with "hands-on" knowledge and ability to relate to elementary student(s)

(1) Generalized type of presentation relating the world of work to the student(s) (e.g. a business management level presenter relating an overview of an identified career education clustered business: insurance company, real estate, automobile dealership, radio or television station).

(2) Specific identified speakers yielding information concerning their "hands-on" experiences (type and expertise), e.g. horse trainer, promotion director, civil engineer, mayor, school board member, unskilled laborer).

b. Visitation of student(s) to the identified community site (e.g. career, agency)

(1) Utilization of field-trip-type of visitation (walking or motorize mobility employed for entire class or group of classes in concert; caution, check school board policy regarding of school ground activity).

(2) An identified select group of students by elementary classroom teacher(s) and/or elementary school counselors for site visit to gain group observation experiences.

(3) Individual student visitation to work site(s) for observational experiences and/or "shadowing" purposes. (Note: always follow school board policy regarding any activities of community involvement whether a resource visitor or off-campus career and self awareness activity).

c. Elementary classroom teacher and/or elementary school counselors arranged peer-group visitations to identified world of work site or community resource presentor to classroom or campus for specific career awareness task with interfacing of:

(1) Testing program as provided by elementary school guidance counselor, school psychologist, and/or elementary classroom teacher.

(2) Interviews by identified resource person(s) from community and schcol personnel.

(3) Parents requesting to meet specifics of self and career awareness aspects of the world of work (e.g. identified by PTA, classroom parents organizations).

8. Utilization of parents

9. Peer talk and debate on roles of family and friends.

10. Picture study to determine roles and characteristics

11. Special films

    a. Local development

    b. Special development

    c. Local VTR

    d. Slides with or without tapes

12. Toys

    a. Fantasy

    b. Skill development

    c. Leisure time development

Elementary levels K-6

*The child recognizes various work roles (or occupations) require different skills, education, and personal qualities.

1. Elementary school media specialist listing available materials in the career information center of school and library that yield information concerning this objective.

    a. Occupational monographs

    b. Brochures

    c. Books

    d. Tapes, and slide-tape arrangements

    e. Filmstrips, and filmstrips with sound for Dukane

    f. 16mm and 8 mm films (reels and loops)

    g. VTR tapes made available

2. Play sociodrama--fantasy

    a. Using actual toold of trade

    b. Teacher made materials

c. Parent supplied materials

d. Art methods

e. Other types of techniques

3. Elementary school counselor and elementary classroom teacher as team or teacher assisted by elementary school counselor with the following techniques and types of materials in assisting the students to assess his/her own unique set/system of values.

a. DUSO Kits (DUSO I: Primary; DUSO II: Intermediate)

b. The Yellow Brick Road, guide

c. Focus on Self Development, by SRA

Stage 1, K-1: Awareness

Stage 2, 2-3: Involvement

Stage 3, 3-4: Responding

d. Discovering Self and Play, by McKnight. Three levels are sequentially arranged for building attitudes and working with affectiveness throughout the elementary school years. Hardware (e.g. flip-book, filmstrip)

e. FAIS (Fusion of Applied and Intellectual Skills)

FAIS K-2 Kit

FAIS 3-5 Kit

FAIS 6-8 Kit

f. Developing Basic Values, by Singer
Feasible at Primary (K-2) level.

g. Learning About Me, by Singer
(Development of self concept)

h. Teaching Children Values, by Educational Activities, Inc.
Feasible at Primary (K-2) level.

i. Getting To Know Me, by Singer

j. Toy Therapy Techniques (play therapy).
Techniques that utilize psychomotor activities promoting fantasy of career and self awareness.

4. Teacher and counselor, teacher assisted by counselor, or counselor working in the affective domain utilizing materials (as in the preceeding number three) in the following form(s):

   a. Films orientated to enhance the purpose of Federal Guideline Two. Location of available films can be ascertained by assessing the current status of collections: within school; contact with other schools cooperatively loaning films; career education libraries and centers; county school district's stock; and other community, state, and national agencies cooperatively sharing, loaning, etc. films to schools.

   b. Cassette, eight-track, or reel-to-reel audio tapes acquired in the same manner in the preceeding actions of the above "a" listing.

   c. Slides, slide-tape preparations, filmstrips, and other combinations utilizing the media techniques of visual slide and audio tape self and career awareness presentations.

   d. Posters, pictures, other media of this type. Notation: Posters, pictures, etc., depicting career and self awareness stimuli may be acquired by purchasing from companies or developed by teachers and counselors. Also, if the school system has a media specialist adept at preparation of identified materials, this may be a process of acquiring needed audio and visual materials. Additionally, many association and organization can supply materials of career awareness levels.

5. Teacher developed classroom strategies weaving attitudes, responsibilities, and values into classroom curriculum activities.

6. Utilization of elementary school counselor

   a. Elementary teacher-counselor team work approach

      (1) Utilizing values clarification techniques for self and career awareness.

      (2) Parents contacted to gain involvement and input.

      (3) Values clarification technique, utilizing the elementary school counselor, and if feasible, the classroom teacher, using such specific techniques as in Sidney Simon's text entitled Values Clarification.

7. Community Resources

a. Identified speakers with knowledge and ability to relate

(1) Generalized type of presentation relating the world of work to the student (e.g. an agency related given overview: postal service, health department, fire and police departments).

(2) Specific identified speakers yielding information of specific type and expertise (e.g. one specific career: dentist, medical doctor, elementary guidance counselor, welder, brick mason).

b. Students to the community agency or individual career site of employment within single or multi-structure.

(1) Field trip type of visitation (walking or motorize mobility employed for entire class.)

(2) Specific selected group by elementary school guidance counselor and/or teacher(s) for field-trip of group observation experiences.

(3) Individual student visitation to work-site for observation or shadowing experiences. (School district policy should be consulted before action involving off-campus activities for students.

c. Teacher and/or elementary school guidance counselor arranged peer group visitations to work-site or resource person appearing at school with peer group for specific career awareness tasks with interfacing of:

(1) Testing program as provided elementary school guidance counselor, school psychologist, and/or elementary classroom teacher.

(2) Interviews by resource person(s) from community and school personnel.

(3) Request from parents to meet specific self and career awareness aspects of the world of work.

D. Students will know the impact of social and technological change on paid or unpaid work.

Elementary Grade Levels K-6

*The child recognizes social and technological changes affect careers and the role of work in one's life.

1. Elementary classroom teacher developed classroom strategies weaving attitudes, responsibilities, and values into elementary classroom curriculum activities. Such as "play techniques"

   a. Art

   b. Clay

   c. Games

      (1) Simulation

      (2) Actual

2. Utilization of the elementary school counselor.

   a. Counselor-teacher team approach

      (1) Values clarification techniques

      (2) Parent involvement for input

      (3) Community leadership and assistance

   b. Values clarification utilizing the elementary school counselor and teacher using such specific techniques as in the book by Sidney Simon on Values Clarification.

3. Elementary school counselor and classroom teacher as a team and/or classroom teacher assisted by elementary school counselor in the following materials in assisting the students to assess his own unique set/system of values.

   a. DUSO KIT I and DUSO Kit II

   b. The Yellow Brick Road, guide

   c. Focus on Self Development, by SRA

      Stage 1, K-1: Awareness

      Stage 2, 2-3: Involvement

      Stage 3, 4-5: Responding

   d. Discovering Self and Play, by McKnight. Three levels--attitudes and appreciations; materials (e.g. flip-book, filmstrip)

e. Fusion of Applied and Intellectual Skills (FAIS), by Educational Achievement Corporation.

FAIS Kit--K-2

FAIS Kit--3-5

f. Developing Basic Values, by Singer
Primary Level

g. Learning About Me, by Singer
(Development of self concept)

h. Teaching Children Values, by Educational Activities, Inc.
Primary Level

i. Getting to Know Me, by Singer
Primary Level

j. Toy Therapy--(play therapy)
Methods and techniques of utilizing toys.

4. Elementary classroom teacher and school counselor, elementary classroom teacher assisted by the elementary school counselor, or elementary school counselor working in affective domain utilizing materials as in number two above in the following form(s):

a. Films orientated to enhance the purpose of number two above of federal guideline four. Location of available films can be ascertained by assessing the current status of collections within school, contact with other schools cooperatively loaning of films; career education libraries and centers; county school districts stock, and other community, state, and national agencies cooperatively sharing, loaning, etc., films to schools.

b. Cassette, eight-track, or reel-to-reel audio tapes acquired in the same manner in the preceeding actions of the above "a" listing.

c. Slides, slide tape presentations, filmstrips and other combinations utilizing the media techniques of visual slide and audio tape presentations of self and career awareness.

d. Posters, pictures, and other media of this type. Notation: Poster, pictures, etc., depicting career and self awareness stimuli may be acquired by purchasing from companies or developed by teachers and counselors. Additional notation: If the school

system has a media specialist who is adept at preparation of identified materials--this may be a potential process of acquiring a rotation of varied techniques to build into a career and self awareness program. Many associations and organizations can supply materials that relate to the awareness levels.

5. Community-Area Resources

   a. Identified speakers with knowledge and ability to relate

      (1) Generalized type of presentation relating the world of work to the student (e.g. an agency related given overview: agricultural service, sewage and water department, education services)

      (2) Specific identified speakers yielding information of specific type and expertise (e.g. one specific career: garbage collector, barber and beautician, bus driver, can driver, lawyer, welder, brickmason).

   b. Students to the community agency or individual career site of employment within single or multi-structure.

      (1) Field trip type of visitation (walking or motorize mobility employed for entire class.)

      (2) Specific selected group by elementary school guidance counselor and/or teacher(s) for field trip of group observation experiences.

      (3) Individual student visitation to work-site for observation(s) and shadowing experiences.

   c. Elementary classroom teacher and/or elementary guidance counselor arranged peer group visitations to work-site or resource person appearing at school with peer group for specific career awareness tasks with interfacing of:

      (1) Testing program as provided by elementary guidance counselor, school psychologist, and/or elementary classroom teacher.

      (2) Interviews by resource person(s) from community and school personnel.

      (3) Request from parents to meet specific self and career awareness aspects of the world of work.

E. Students will know the important factors

Elementary levels K-6

*The child recognizes various work roles (or occupations) require different skills, education, and personal qualities.

1. Counseling and other considerations:

a. School counselor (elementary)

(1) Testing for abilities

(2) Inventorying for interest

(3) Individual appraisals

(4) Assistance in tentative career choice selection

(5) Clarification of job duties, task, mental and physical abilities via: (use of the volumes)

(a) D.O.T.

(b) Employment Outlook Handbook

(c) Vocational journals printed for specific purpose.

(6) Group counseling

(7) Parent-student counseling

(8) Other counseling arrangements

(9) Scheduling

(a) Outline of tentative education programs in high school, vo-tech center, junior college, university, specialized school, etc.

(b) Outline a tentative program of following specific courses and/or programs in education (e.g. four years of math, CDE, CBE)

b. Interviewing by qualified personnel.

(1) Assisting student via:

(a) Teacher

(b) Counselor

(c) Parent

(d) Other

(2) Providing occupational information via:

(a) Assisting in writing for materials

(b) Materials on hand

(c) Through programs such as VIEW, etc.

(3) Utilizing

(a) Inventory results and survey results of interest and ability.

(b) Advisement on such physical and other job requirements necessary utilizing the D.O.T., etc.

2. Elementary school counselor and elementary classroom teacher as a team or elementary school classroom teacher assisted by elementary school counselor in the following materials in assisting the students to assess his own unique set/system of values.

a. DUSO series: DUSO Kit I: Primary; DUSO II: Intermediate levels.

b. The Yellow Brick Road guide
*Note: Guide's description in appendix

c. Focus on Self Development, by SRA

Stage 1, K-1: Awareness

Stage 2, 2-3: Involvement

Stage 3, 4-5: Responding

d. Discovering Self and Play, by McKnight. Three levels geared toward attitudes and appreciations; materials (e.g. flip-book, filmstrip)

e. Fusion of Applied and Intellectual Skills (FAIS)

FAIS K-2 Kit

FAIS 3-5 Kit

FAIS 6-8 Kit

f. Developing Basic Values, by Singer
Feasible at Primary

g. Learning About Me, by Singer
Development of Self Concept

h. Teaching Children Values, by Educational Activities
Primary Level

i. Getting to Know Me, by Singer
Levels K-5

j. Toy Therapy Techniques (play therapy).
Techniques that utilize psychomotor activities promoting fantasy of career and self awareness.

3. Elementary classroom teacher and elementary school counselor, elementary classroom teacher assisted by elementary school counselor, or elementary school counselor working in the affective domain utilization in the following form(s):

a. Films orientated to enhance the purpose of #2 above. Location of available films can be ascertained by assessing the current status of collections: within school; contact with other schools cooperatively loaning films; career education libraries and centers; county school districts stock and other community, state, and national agencies (private or government) cooperatively sharing/loaning, etc. films to schools.

b. Cassette, eight-track, or reel-to-reel audio tapes acquired in the same manner in the preceeding actions of the above "a" listing.

c. Slides, slide-tape preparations, filmstrips, and other combinations utilizing the media technqiues of visual slide and audio tape self and career awareness presentations.

d. Posters, pictures, other media of this type.
Notation: posters, pictures, etc. depicting career and self awareness stimuli may be acquired by purchasing from companies or developed by elementary classroom and school counselors. Also, if the school system has a media specialist adept at preparation of identified materials, this may be a process of acquiring needed audio and visual materials. Additionally, many associations and organizations can supply materials of career awareness levels.

4. Identified Community Resource Sites and Individuals

   a. Identified speakers with "hands-on" knowledge and ability to relate to elementary student(s)

      (1) Generalized type of presentation relating the world of work to the student(s) (e.g. a business management level presenter relating an overview of an identified career education clustered business: insurance company, real estate, automobile dealership, radio or television station).

      (2) Specific identified speakers yielding information concerning their "hands-on" experiences (type and expertise), e.g. horse trainer, promotion director, civil engineer, mayor, school board member, unskilled laborer)

   b. Visitation of student(s) to the identified community site (e.g. career, agency)

      (1) Utilization of field-trip-type of visitation (walking or motorize mobility employed for entire class or group of classes in concert; caution, check school board policy regarding of school ground activity)

      (2) An identified select group of students by elementary classroom teacher(s) and/or elementary school counselors for site visit, to gain group observation experiences.

      (3) Individual student visitation to worksite(s) for observational experiences and/or "shadowing" purposes. (Note: always follow school board policy regarding any activities of community involvement whether a resource visitor or off-campus career and self awareness activity).

   c. Elementary classroom teacher and/or elementary school guidance counselor, school psychologist, and/or elementary classroom teacher.

      (1) Testing program as provided by elementary school guidance counselor, school psychologist, and/or elementary classroom teacher.

      (2) Interviews by identified resource person(s) from community and school personnel.

      (3) Parents requesting to meet specifics of self and career awareness aspects of the world of work (e.g. identified by PTA, classroom parents organizations).

5. Utilization of elementary school counselor

   a. Elementary classroom teacher--school counselor combined teamwork approach

      (1) Utilizing values clarification techniques for self and career awareness.

      (2) Parents contacted to gain involvement and input.

      (3) Values clarification techniques utilizing the elementary school counselor, and if feasible, the classroom teacher using such specific techniques as in Sidney Simon's text entitled Values Clarification.

6. Elementary classroom teacher developed strategies weaving attitudinal approaches, varied responsibilities and values into classroom curriculum activities.

Elementary Levels K-6

*The child recognizes that an individual must accept responsibility

1. Play therapy (fantasy)

   a. Hats

   b. Puppets

   c. Clothing

   d. Individual work with

      (1) Student

      (2) Student-parent

   e. Group work (small and large)

   f. Information on careers

   g. Collection of work objects

   h. Arrange for community

      (1) Speaker (specific and general)

      (2) Field trips (observation)

2. Elementary classroom teacher and school counselor, elementary classroom teacher assisted by the elementary school counselor, or elementary school counselor working in affective domain utilizing materials.

   a. Films orientated to enhance the purpose of number two above of federal guideline four. Location of available films can be ascertained by assessing the current status of collections within school, contact with other schools cooperatively loaning of films; career education libraries and centers; county school districts stock, and other community, state, and national agencies cooperatively sharing, loaning, etc., films to schools.

   b. Cassette, eight-track, or reel-to-reel audio tapes acquired in the same manner in the preceeding actions of the above "a" listing.

   c. Slides, slide tape presentations, filmstrips and other combinations utilizing the media techniques of visual slide and audio tape presentations of self and career awareness.

   d. Posters, pictures, and other media of this type. Notation: Posters, pictures, etc., depicting career and self awareness stimuli may be acquired by purchasing from companies or developed by teachers and counselors. Additional notation: If the school system has a media specialist who is adept at preparation of identified materials--this may be a potential process of acquiring a rotation of varied techniques to build into a career and self awareness program. Many associations and organizations can supply materials that relate to the awareness levels.

3. Utilization of elementary school counselor

   a. Elementary classroom teacher--school counselor combined teamwork approach

      (1) Utilizing values clarification techniques for self and career awareness.

      (2) Parents contacted to gain involvement and input.

      (3) Values Clarification techniques utilizing the elementary school counselor, and if feasible, the classroom teacher using such specific techniques as in Sidney Simon's text entitled Values Clarification.

4. Elementary classroom teacher developed strategies weaving attitudinal approaches, varied responsibilities, and values into classroom curriculum activities.

5. Identified Community Resource Sites and Individuals

   a. Identified speakers with "hands-on" knowledge and ability to relate to elementary student(s)

      (1) Generalized type of presentation relating the world of work to the student(s) (e.g. a business management level presenter relating an overview of an identified career education clustered business: insurance company, real estate, automobile dealership, radio or television station).

      (2) Specific identified speakers yielding information concerning their "hands-on" experiences (type and expertise), e.g. horse trainer, promotion director, civil engineer, mayor, school board member, unskilled laborer)

   b. Visitation of student(s) to the identified community site (e.g. career, agency)

      (1) Utilization of field-trip-type of visitation (walking or motorize mobility employed for entire class or group of classes in concert; caution, check school board policy regarding of school ground activity)

      (2) An identified select group of students by elementary classroom teacher(s) and/or elementary school counselors for site visit, to gain group observation experiences.

      (3) Individual student visitation to worksite(s) for observational experiences and/or "shadowing" purposes. (Note: always follow school board policy regarding any activities of community involvement whether a resource visitor or off-campus career and self awareness activity).

   c. Elementary classroom teacher and/or elementary school counselors arranged peer-group visitations to identified world of work site of community resource presentor to classroom or campus for specific career awareness task with interfacing of:

(1) Testing program as provided by elementary school guidance counselor, school psychologist, and/or elementary classroom teacher.

(2) Interviews by identified resource person(s) from community and school personnel.

(3) Parents requesting to meet specifics of self and career awareness aspects of the world of work (e.g. identified by PTA, classroom parents organizations).

7. School counselor and teacher as team or teacher assisted by elementary school counselor with the following techniques and types of materials in assisting the students to assess his/her own unique set/system of values.

a. DUSO Kits (DUSO I: Primary; DUSO II: Intermediate)

b. The Yellow Brick Road, guide

c. Focus on Self Development, by SRA

Stage 1, K-1: Awareness

Stage 2, 2-3: Involvement

Stage 3, 3-4: Responding

d. Discovering Self and Play, by McKnight. Three levels are sequentially arranged for building attitudes and working with affectiveness throughout the elementary school years. Hardware (e.g. flip-book, filmstrip)

e. FAIS (Fusion of Applied and Intellectual Skills)

FAIS K-2 Kit

FAIS 3-5 Kit

FAIS 6-8 Kit

f. Developing Basic Values, by Singer
Feasible at Primary

g. Learning About Me, by Singer
Development of Self Concept

h. Teaching Children Values, by Educational Activities, Primary Level

i. Getting to Know Me, by Singer
Levels K-5

j. Toy Therapy Techniques (play therapy)
Techniques that utilize psychomotor activities promoting fantasy of career and self awareness.

FEDERAL GUIDELINE V

STUDENTS WILL DEMONSTRATE INCREASED COMPETENCY IN CAREER DECISION-MAKING SKILLS:

A. Students will be able to associate their own abilities and limitations with possible success in present or future paid and unpaid work.

Elementary grade levels K-6

*The child recognizes that he has the potential for success in a variety of occupations.

1. Media specialist, teacher aides, teacher assistance assisting in:

   a. Gathering relevant classroom material

   b. Assisting elementary teaching teams

   c. Providing for community resources

      (1) Field trips

      (2) Resource speakers

   d. Providing relevant A/V materials

      (1) Films

      (2) Slides

      (3) Slide-tape presentations filmstrip

      (4) Career and self-awareness kits

      (5) Other A/V (e.g. books, picture situations, brochures, monographs)

2. Parent-student relationship

   a. Understanding role of own parents or guardians

   b. Other peer's parents or guardian roles in society

3. Role of workers in the market and distribution function

a. Within school structure

b. A selected business within community

c. Observation on field walk

4. Utilization of the elementary school counselor

a. Counselor-teacher team approach

(1) Values clarification techniques

(2) Parent involvement for input

(3) Community leadership and assistance

b. Values clarification utilizing the elementary school counselor and teacher using such specific techniques as in the book by Sidney Simon on Values Clarification.

5. Elementary classroom teacher developed classroom strategies weaving attitudes, responsibilities, and values into elementary classroom curriculum activities.

6. Community-Area Resources

a. Identified speakers with knowledge and ability to relate

(1) Generalized type of presentation relating the world of work to the student (e.g. an agency related given overview: agricultural service, employment service, sewage and water department, education services.

(2) Specific identified speakers yielding information of specific type and expertise (e.g. one specific career: garbage collector, barber and beautician, bus driver, can driver, lawyer, welder, brickmason).

b. Students to the community agency or individual career site of employement within single or multi-structure.

(1) Field trip type of visitation (walking or motorize mobility employed for entire class.)

(2) Specific selected group by elementary school guidance counselor and/or teacher(s) for field trip of group observation experiences.

(3) Individual student visitation to work-site for observation(s) and shadowing experiences.

c. Elementary classroom teacher and/or elementary guidance counselor arranged peer group visitations to work-site or resource person appearing at school with peer group for specific career awareness tasks with interfacing of:

(1) Testing program as provided elementary school guidance counselor, school psychologist, and/or elementary classroom teacher.

(2) Interviews by resource person(s) from community and school personnel.

(3) Request from parents to meet specific self and career awareness aspects of the "world of work."

7. Elementary school counselor and teacher as team or teacher assisted by elementary school counselor with the following techniques and types of materials in assisting the students to assess his/her own unique set/system of values.

a. DUSO Kit II: Intermediate

b. The Yellow Brick Road, guide

c. Focus on Self Development, by SRA.

Stage 1, K-1: Awareness

Stage 2, 2-3: Involvement

Stage 3, 3-4: Responding

d. Discovering Self and Play, by McKnight. Three levels are sequentially arranged for building attitudes and working with affectiveness throughout the elementary school years. Hardware (e.g. flip-book, filmstrip)

e. FAIS (Fusion of Applied and Intellectual Skills)

FAIS K-2 Kit

FAIS 3-5 Kit

FAIS 6-8 Kit

f. Developing Basic Values, by Singer
Feasible at Primary (K-2) level.

g. Learning About Me, by Singer
(Development of self concept)

h. Teaching Children Values, by Educational Activities, Inc.
Feasible at Primary (K-2) level.

i. Getting To Know Me, by Singer

j. Toy Therapy Techniques (play therapy).
Techniques that utilize psychomotor activities promoting fantasy of career and self awareness.

8. Teacher and counselor, teacher assisted by counselor, or counselor working in the affective domain utilizing materials (as in the preceeding number seven in the following form(s):

a. Films orientated to enhance the purpose of Federal Guideline five. Location of available films can be ascertained by assessing the current status of collections: within school; contact with other schools cooperatively loaning films; career education libraries and centers; county school district's stock; and other community, state, and national agencies cooperatively sharing, loaning, etc. films to schools.

b. Cassette, eight-track, or reel-to-reel audio tapes acquired in the same manner in the preceeding actions of the above "a" listing.

c. Slides, slide-tape preparations, filmstrips, and other combinations utilizing the media techniques of visual slide and audio tape self and career awareness presentations.

d. Posters, pictures, other media of this type.
Notation: Posters, pictures, etc., depicting career and self awareness stimuli may be acquired by purchasing from companies or developed by teachers and counselors. Also, if the school system has a media specialist adept at preparation of identified materials, this may be a process of acquiring needed audio and visual materials. Additionally, many association and organization can supply materials of career awareness levels.

B. Students will be able to relate their personal interests and values to types of paid and unpaid work and their associated life-styles.

Elementary Grade Levels K-6

*The child recognizes that an individual's skills in setting goals for himself and developing a plan of action in pursuing his goals influences his career effectiveness.

1. Community Resources

   a. Students to the community agency or individual career site of employment within single or multi-structure.

      (1) Field trip type of visitation (walking or motorize mobility employed for entire class.)

      (2) Specific selected group by elementary school guidance counselor and/or teacher(s) for field-trip of group observation experiences.

      (3) Individual student visitation to work-site for observation or shadowing experiences. (School district policy should be consulted before action involving off-campus activities for students.)

   b. Elementary classroom teacher and/or elementary school guidance counselor arranged peer group visitations to work-site or resource person appearing at school with peer group for specific career awareness tasks with interfacing of:

      (1) Testing program as provided elementary school guidance counselor, school psychologist, and/or elementary classroom teacher.

      (2) Interviews by resource person(s) from community and school personnel.

      (3) Request from parents to meet specific self and career awareness aspects of the "world of work."

   c. Identified speakers with knowledge and ability to relate

      (1) Generalized type of presentation relating the world of work to the student (e.g. an agency related given overview: postal service, health department, fire and police departments.

(2) Specific identified speakers yielding information of specific type and expertise (e.g. one specific career: dentist, medical doctor, elementary guidance counselor, welder, brick mason).

2. Teacher developed classroom strategies weaving attitudes, responsibilities, and values into classroom curriculum activities.

   a. Individual-peer-parent-group-other counseling related activities.

   b. Resource activities

      (1) Field trips

      (2) Speakers

      (3) Other community activities

3. Utilization of elementary school counselor

   a. Elementary teacher-counselor team work approach

      (1) Utilizing values clarification techniques for self and career awareness.

      (2) Parents contacted to gain involvement and input.

      (3) Values clarification technique, utilizing the elementary school counselor, and if feasible, the classroom teacher, using such specific techniques as in Sidney Simon's text entitled Values Clarification.

4. Elementary school counselor and classroom teacher as a team and/or classroom teacher assisted by elementary school counselor in the following materials in assisting the students to assess his own unique set/system of values.

   a. Fusion of Applied and Intellectual Skills (FAIS), by Educational Achievement Corporation.

      FAIS Kit--K-2

      FAIS Kit--3-5

      FAIS Kit--6-8

b. Focus on Self Development, by SRA

Stage 1, K-1: Awareness

Stage 2, 2-3: Involvement

Stage 3, 4-5: Responding

c. DUSO Kit II

d. The Yellow Brick Road, guide

e. Developing Basic Values, by Singer
Primary Level

f. Learning About Me, by Singer
(Development of self concept)

g. Teaching Children Values, by Educational Activities, Inc.
Primary Level

h. Getting to Know Me, by Singer
Primary Level

i. Toy Therapy--(play therapy)
Methods and techniques of utilizing toys.

j. Discovering Self and Play, by McKnight.
Three levels--attitudes and appreciations; materials (e.g. flip-book, filmstrip)

5. Elementary classroom teacher and school counselor, elementary classroom teacher assisted by the elementary school counselor, or elementary school counselor working in affective domain utilizing materials as in number two above in the following form(s):

a. Posters, pictures, and other media of this type.
Notation: posters, pictures, etc., depicting career and self awareness stimuli may be acquired by purchasing from companies or developed by teachers and counselors. Additional notation: if the school system has a media specialist who is adept at preparation of identified materials--this may be a potential process of acquiring a rotation of varied techniques to build into a career and self awareness program. Many associations and organizations can supply materials that relate to the awareness levels.

b. Cassette, eight-track, or reel-to-reel audio tapes acquired in the same manner in the preceeding actions of the above "a" listing.

c. Slides, slide tape presentations, filmstrips and other combinations utilizing the media techniques of visual slide and audio tape presentations of self and career awareness.

d. Films orientated to enhance the purpose of number two above of federal guideline five. Location of available films can be ascertained by assessing the current status of collections within school, contact with other schools cooperatively loaning of films; career education libraries and centers; county school districts stock, and other community, state, and national agencies cooperatively sharing, loaning, etc., films to schools.

C. Students will be able to identify, locate, and utilize sources of information to solve career decision-making problems.

Elementary Grade Levels K-6

*The child recognizes that individuals must make choices and solve problems and accept the consequences of their choices.

1. Elementary classroom teacher developed classroom strategies weaving attitudes, responsibilities, and values into elementary classroom curriculum activities.

2. Utilization of elementary school counselor

   a. Elementary teacher-counselor team work approach

      (1) Values clarification technique, utilizing the elementary school counselor, and if feasible, the classroom teacher, using such specific techniques as in Sidney Simon's text entitled Values Clarification.

      (2) Utilizing values clarification techniques for self and career awareness.

      (3) Parents contacted to gain involvement and input.

3. Community-Area Resources

   a. Identified speakers with knowledge and ability to relate

(1) Generalized type of presentation relating the world of work to the student (e.g. an agency related given overview: agricultural service, employment service, sewage and water department, education services,.

(2) Specific identified speakers yielding information of specific type and expertise (e.g. one specific career: garbage collector, barber and beautician, bus driver, cab driver, lawyer, welder, brickmason).

b. Students to the community agency or individual career site of employment within single or multi-structure.

(1) Field trip type of visitation (walking or motorize mobility employed for entire class.)

(2) Specific selected group by elementary school guidance counselor and/or teacher(s) for field trip of group observation experiences.

(3) Individual student visitation to work-site for observation(s) and shadowing experiences.

c. Elementary classroom teacher and/or elementary guidance counselor arranged peer group visitations to work-site or resource person appearing at school with peer group for specific career awareness tasks with interfacing of:

(1) Testing program as provided by elementary guidance counselor, school psychologist, and/or elementary classroom teacher.

(2) Interviews by resource person(s) from community and school personnel.

(3) Request from parents to meet specific self and career awareness aspects of the world of work.

4. Elementary school counselor and elementary classroom teacher as a team or elementary school classroom teacher assisted by elementary school counselor in the following materials in assisting the students to assess his own unique set/system of values.

a. Discovering Self and Play, by McKnight. Three levels geared toward attitudes and appreciations; materials (e.g. flip-book, filmstrip)

b. Fusion of Applied and Intellectual Skills (FAIS)

FAIS K-2 Kit

FAIS 3-5 Kit

FAIS 6-8 Kit

c. Getting to Know Me, by Singer
Levels K-5

d. Toy Therapy Techniques (play therapy).
Techniques that utilize psychomotor activities promoting fantasy of career and self awareness.

e. Developing Basic Values, by Singer
Feasible at Primary

f. Learning About Me, by Singer
Development of Self Concept

g. Teaching Children Values, by Educational Activities
Primary Level

h. DUSO Series: DUSO Kit I: Primary; DUSO II: Intermediate levels.

i. The Yellow Brick Road, guide
*Note: Guide's description in appendix

j. Focus on Self Development, by SRA

Stage 1, K-1: Awareness

Stage 2, 2-3: Involvement

Stage 3, 4-5: Responding

5. Elementary classroom teacher and elementary school counselor, elementary classroom teacher assisted by elementary school counselor, or elementary school counselor working in the affective domain utilization materials in the following form(s):

a. Cassette, eight-track, or reel-to-reel audio tapes acquired in the same manner in the preceeding actions of the above "a" listing.

b. Slides, slide-tape preparations, filmstrips, and other combinations utilizing the media techniques of visual slide and audio tape self and career awareness presentations.

c. Films orientated to enhance the purpose of #5 above. Location of available films can be ascertained by assessing the current status of collections: within school; contact with other schools cooperatively loaning films; career education libraries and centers; county school districts stock; and other community, state, and national agencies (private or government) cooperatively sharing/loaning, etc. films to schools.

d. Posters, pictures, other media of this type. Notation: Posters, pictures, etc., depicting career and self awareness stimuli may be acquired by purchasing from companies or developed by teachers and counselors. Also, if the school system has a media specialist adept at preparation of identified materials, this may be a process of acquiring needed audio and visual materials. Additionally, many association and organization can supply materials of career awareness levels.

Elementary Grade Levels K-6

*The child recognizes that an individual's skills in setting goals for himself and developing a plan of action in pursuing his goals influences his career effectiveness.

1. School counselor and teacher as team or teacher assisted by elementary school counselor with the following techniques and types of materials in assisting the students to assess his/her own unique set-system of values.

   a. DUSO II: Intermediate

   b. Toy Therapy Techniques (play therapy). Techniques that utilize psychomotor activities promoting fantasy of career and self awareness.

   c. FAIS (Fusion of Applied and Intellectual Skills)

      FAIS K-2 Kit

      FAIS 3-5 Kit

      FAIS 6-8 Kit

   d. The Yellow Brick Road, guide

   e. Teaching Children Values, by Educational Activities Primary Level

f. Getting to Know Me, by Singer
Levels K-5

g. Developing Basic Values, by Singer
Feasible at Primary

h. Learning About Me, by Singer
Development of Self Concept

i. Focus on Self Development, by SRA

Stage 1, K-1: Awareness

Stage 2, 2-3: Involvement

Stage 3, 3-4: Responding

j. Discovering Self and Play, by McKnight. Three levels are sequentially arranged for building attitudes and working with affectiveness throughout the elementary school years. Hardware (e.g. flip-book, filmstrip)

2. Utilization of the elementary school counselor.

a. Counselor-teacher team approach

(1) Values clarification techniques

(2) Parent involvement for input

(3) Community leadership and Assistance

b. Values clarification utilizing the elementary school counselor and teacher using such specific techniques as in the book by Sidney Simon on Values Clarification.

3. Community Resrouces

a. Identified speakers with knowledge and ability to relate

(1) Generalized type of presentation relating the world of work to the student (e.g. an agency related given overview: postal service, health department, fire and police departments).

(2) Specific identified speakers yielding information of specific type and expertise (e.g. one specific career: dentist, medical doctor, elementary guidance counselor, welder, brick mason).

b. Teacher and/or elementary school guidance counselor arranged peer group visitations to work-site or resource person appearing at school with peer group for specific career awareness tasks with interfacing of:

(1) Testing program as provided elementary school guidance counselor, school psychologist, and/or elementary classroom teacher.

(2) Interviews by resource person(s) from community and school personnel.

(3) Request from parents to meet specific self and career awareness aspects of the "world of work."

c. Students to the community agency or individual career site of employment within single or multi-structure.

(1) Field trip type of visitation (walking or motorize mobility employed for entire class.)

(2) Specific selected group by elementary school guidance counselor and/or teacher(s) for field-trip of group observation experiences.

(3) Individual student visitation to work-site for observation or shadowing experiences. (School district policy should be consulted before action involving off-campus activities for students.)

4. Teacher developed classroom strategies weaving attitudes, responsibilities, and values into classroom curriculum activities.

5. Teacher and counselor, teacher assisted by counselor, or counselor working in the affective domain utilizing materials (as in the preceeding number one) in the following form(s):

a. Posters, pictures, other media of this type. Notation: posters, pictures, etc. depicting career and self awareness stimuli may be acquired by purchasing from companies or developed by elementary classroom and school counselor. Also, if the school system has a media specialist adept at preparation of identified materials, this may be a process of acquiring needed audio and visual materials. Additionally, many associations and organizations can supply materials of career awareness levels.

b. Cassette, eight-track, or reel-to-reel audio tapes acquired in the same manner in the preceeding actions of the above "a" listing.

c. Slides, slide-tape preparations, filmstrips, and other combinations utilizing the media techniques of visual slide and audio tape self and career awareness presentations.

d. Films orientated to enhance the purpose of Federal Guideline Five. Location of available films can be ascertained by assessing the current status of collections: within school; contact with other schools cooperatively loaning films; career education libraries and centers; county school district's stock; and other community, state, and national agencies cooperatively sharing, loaning, etc. films to schools.

D. Students will be able to determine the material for future advancement/personal growth in work of their choosing.

Elementary Grade Levels K-6

*The child recognizes that an individual's skills in setting goals for himself and developing a plan of action in pursuing his goals influences his career effectiveness.

1. Elementary classroom teacher developed strategies weaving attitudinal approaches, varied responsibilities, and values into classroom curriculum activities.

2. Utilization of elementary school counselor

   a. Elementary classroom teacher--school counselor combined teamwork approach

      (1) Utilizing values clarification techniques for self and career awareness.

      (2) Parents contacted to gain involvement and input.

      (3) Values Clarification techniques utilizing the elementary school counselor, and if feasible, the classroom teacher using such specific techniques as in Sidney Simon's text entitled Values Clarification.

3. Elementary classroom teacher and school counselor, elementary classroom teacher assisted by the elementary school counselor, or elementary school counselor working in affective domain utilizing materials as in number two above in the following form(s):

a. Films orientated to enhance the purpose of number two above of federal guideline five. Location of available films can be ascertained by assessing the current status of collections within school, contact with other schools cooperatively loaning of films; career education libraries and centers; county school districts stock, and other community state, and national agencies cooperatively sharing, loaning, etc., films to schools.

b. Cassette, eight-track, or reel-to-reel audio tapes acquired in the same manner in the preceeding actions of the above "a" listing.

c. Slides, slide tape presentations, filmstrips and other combinations utilizing the media techniques of visual slide, and audio tape presentations of self and career awareness.

d. Posters, pictures, and other media of this type Notation: Posters, pictures, etc., depicting career and self awareness stimuli may be acquired by purchasing from companies or developed by teachers and counselors. Additional notation: If the school system has a media specialist who is adept at preparation of identified materials--this may be a potential process of acquiring a rotation of varies techniques to build into a career and self awareness program. Many associations and organizations can supply materials that relate to the awareness levels.

4. Community-Area Resources

a. Identified speakers with knowledge and ability to relate

(1) Generalized type of presentation relating the world of work to the student (e.g. an agency related given overview: agricultural service, employment service, sewage and water department, education services)

(2) Specific identified speakers yielding information of specific type and expertise (e.g. one specific career: garbage collector, barber and beautician, bus driver, cab driver, lawyer, welder, brickmason).

b. Students to the community agency or individual career site of employment within single or multi-structure.

(1) Field trip type of visitation (walking or motorize mobility employed for entire class.)

(2) Specific selected group by elementary school guidance counselor and/or teacher(s) for field trip of group observation experiences.

c. Elementary classroom teacher and/or elementary guidance counselor arranged peer group visitations to work-site or resource person appearing at school with peer group for specific career awareness tasks with interfacing of:

(1) Testing program as provided by elementary guidance counselor, school psychologist, and/or elementary classroom teacher.

(2) Interviews by resource person(s) from community and school personnel.

(3) Request from parents to meet specific self and career awareness aspects of the world of work.

5. Elementary school counselor and elementary classroom teacher as a team or elementary school classroom teacher assisted by elementary school counselor in the following materials in assisting the students to assess his own unique set/system of values.

a. DUSO series: DUSO Kit I: Primary; DUSO II: Intermediate levels.

b. The Yellow Brick Road guide
*Note: Guide's description in appendix

c. Focus on Self Development, by SRA

Stage 1, K-1: Awareness

Stage 2, 2-3: Involvement

Stage 3, 4-5: Responding

d. Discovering Self and Play, by McKnight. Three levels geared toward attitudes and appreciations; materials (e.g. flip-book, filmstrip)

e. Fusion of Applied and Intellectual Skills (FAIS)

FAIS K-2 Kit

FAIS 3-5 Kit

FAIS 6-8 Kit

f. Developing Basic Values, by Singer
Primary Level

g. Learning About Me, by Singer
(Development of self concept)

h. Teaching Children Values, by Educational Activities, inc.
Primary Level

i. Getting to Know Me, by Singer
Primary Level

j. Toy Therapy--(play therapy)
Methods and techniques of utilizing toys.

6. Identified Community Resource Sites and Individuals

a. Identified speakers with "hands-on" knowledge and ability to relate to elementary student(s)

(1) Generalized type of presentation relating the world of work to the student(s) (e.g. a business management level presenter relating an overview of an identified career education clustered business: insurance company, real estate, automobile dealership, radio or television station).

(2) Specific identified speakers yielding information concerning their "hands-on" experiences (type and expertise), e.g. horse trainer, promotion director, civil engineer, mayor, school board member, unskilled laborer)

b. Visitation of student(s) to the identified community site (e.g. career, agency)

(1) Utilization of field-trip-type of visitation (walking or motorize mobility employed for entire class or group of classes in concert; caution, check school board policy regarding of school ground activity)

(2) An identified select group of students by elementary classroom teacher(s) and/or elementary school counselors for site visit, to gain group observation experiences.

(3) Individual student visitation to worksite(s) for observational experiences and/or "shadowing" purposes. (Note: always follow school board policy regarding any activities of community involvement whether a resource visitor or off-campus career and self awareness activity).

c. Elementary classroom teacher and/or elementary school counselors arranged peer-group visitations to identified world of work site or community resource presentor to classroom or campus for specific career awareness taskwith interfacing of:

(1) Testing program as provided by elementary school guidance counselor, school psychologist, and/or elementary classroom teacher.

(2) Interviews by identified resource person(s) from community and school personnel.

(3) Parents requesting to meet specifics of self and career awareness aspects of the world of work (e.g. identified by PTA, classroom parents organizations).

E. Students will know the steps to be taken and the factors to be considered in career planning.

*The child recognizes that individuals must make choices and solve problems and accept the consequences of their choices.

1. Utilization of elementary school counselor

a. Elementary teacher-counselor team work approach

(1) Utilizing values clarification techniques for self and career awareness.

(2) Parents contacted to gain involvement and input.

(3) Values clarification technique, utilizing the elementary school counselor, and if feasible, the classroom teacher, using such specific techniques as in Sidney Simon's text entitled Values Clarification.

2. Teacher developed classroom strategies weaving attitudes, responsibilities, and values into classroom curriculum activities.

3. Elementary school counselor and classroom teacher as a team and/or classroom teacher assisted by elementary school counselor in the following materials in assisting the students to assess his own unique set/system of values.

a. DUSO Kit I and DUSO Kit II

b. The Yellow Brick Road, guide

c. Focus on Self Development, by SRA

Stage 1, K-1: Awareness

Stage 2, 2-3: Involvement

Stage 3, 4-5: Responding

d. Discovering Self and Play, by McKnight.
Three levels--attitudes and appreciations; materials (e.g. flip-book, filmstrip)

e. Fusion of Applied and Intellectual Skills (FAIS), by Educational Achievement Corporation.

FAIS Kit--K-2

FAIS Kit--3-5

FAIS Kit--6-8

f. Developing Basic Values, by Singer
Feasible at Primary

g. Learning About Me, by Singer
Development of Self Concept

h. Teaching Children Values, by Educational Activities
Primary Level

i. Getting to Know Me, by Singer
Levels K-5

j. Toy Therapy Techniques (play therapy).
Techniques that utilize psychomotor activities promoting fantasy of career and self awareness.

4. Identified Community Resource Sites and Individuals

a. Identified speakers with "hands-on" knowledge and ability to relate to elementary student(s)

(1) Generalized type of presentation relating the world of work to the student(s) (e.g. a business management level presenter relating an overview of an identified career education clustered business: insurance company, real estate, automobile dealership, radio or television station).

(2) Specific identified speakers yielding information concerning their "hands-on" experiences (type and expertise), e.g. horse trainer, promotion director, civil engineer, mayor, school board member, unskilled laborer

b. Elementary classroom teacher and/or elementary school counselors arranged peer-group visitations to identified world of work site or community resource presentor to classroom or campus for specific career awareness task with interfacing of:

(1) Testing program as provided by elementary school guidance counselor, school psychologist, and/or elementary classroom teacher.

(2) Interviews by identified resource person(s) from community and school personnel.

(3) Parents requesting to meet specifics of self and career awareness aspects of the world of work (e.g. identified by PTA, classroom parents organizations).

c. Visitation of student(s) to the identified community site (e.g career, agency)

(1) Utilization of field-trip-type of visitation (walking or motorize mobility employed for entire class or group of classes in concert; caution, check school board policy regarding of school ground activity).

(2) An identified select group of students by elementary classroom teacher(s) and/or elementary school counselors for site visit, to gain group observation experiences.

(3) Individual student visitation to worksite(s) for observational experiences and/or "shadowing" purposes. (Note: Always follow school board policy regarding any activities of community involvement whether a resource visitor or off-campus career and self awareness activity).

b. Elementary classroom teacher and school counselor, elementary classroom teacher assisted by the elementary school counselor, or elementary school counselor working in affective domain utilizing materials as in number two above in the following form(s):

a. Films orientated to enhance the purpose of number two above of federal guideline five. Location of available films can be ascertained by assessing the current status of collections within school, contact with other schools cooperatively loaning of films; career education libraries and centers; county school districts stock, and other commurity state, and national agencies cooperatively sharing, loaning, etc., films to schools.

b. Cassette, eight-track, or reel-to-reel audio tapes acquired in the same manner in the preceeding actions of the above "a" listing.

c. Slides, slide tape presentations, filmstrips and other combinations utilizing the media techniques of visual slide and audio tape presentations of self and career awareness.

d. Posters, pictures, and other media of this type. Notation: Posters, pictures, etc., depicting career and self awareness stimuli may be acquired by purchasing from companies or developed by teachers and counselors. Additional notation: If the school system has a media specialist who is adept at preparation of identified materials--this may be a potential process of acquiring a rotation of varied techniques to build into a career and self awareness program. Many associations and organizations can supply materials that relate to the awareness levels.

F. Students will demonstrate active involvement in career decision-making.

*The child recognizes that individuals must make choices and solve provlems and accept the consequences of their choice.

1. Elementary school counselor and elementary classroom teacher as a team or elementary school classroom teacher assisted by elementary school counselor in the following materials in assisting the students to assess his own unique set/system of values.

a. DUSO series: DUSO Kit I: Primary; DUSO II: Intermediate levels.

b. The Yellow Brick Road, guide
*Note: Guide's description in appendix

c. Focus on Self Development, by SRA

FAIS K-2 Kit

FAIS 3-5 Kit

FAIS 6-8 Kit

f. Developing Basic Values, by Singer
Feasible at Primary

g. Learning About Me, by Singer
Development of Self Concept

h. Teaching Children Values, by Educational Activities
Primary Level

i. Getting to Know Me, by Singer
Levels K-5

j. Toy Therapy Techniques (play therapy).
Techniques that utilize psychomotor activities promoting fantasy of career and self awareness.

2. Elementary classroom teacher developed classroom strategies weaving attitudes, responsibilities, and values into elementary classroom curriculum activities.

3. Community-Area Resources

a. Identified speakers with knowledge and ability to relate

(1) Generalized type of presentation relating the world of work to the student (e.g. an agency related given overview: agricultural service, employment service, sewage and water department, education services)

(2) Specific identified speakers yielding information of specific type and expertise (e.g. one specific career: garbage collector, barber and beautician, bus driver, cab driver, lawyer, welder, brickmason).

b. Students to the community agency or individual career site of employment within single or multi-structure.

(1) Field trip type of visitation (walking or motorize mobility employed for entire class.)

(2) Specific selected group by elementary school guidance counselor and/or teacher(s) for field trip of group observation experiences.

(3) Individual student visitation to work-site for ovservation(s) and shadowing experiences.

c. Elementary classroom teacher and/or elementary guidance counselor arranged peer group visitations to work-site or resource person appearing at school with peer group for specific career awareness tasks with interfacing of:

(1) Testing program as provided by elementary guidance counselor, school psychologist, and/or elementary classroom teacher.

(2) Interviews by resource person(s) from community and school personnel.

(3) Request from parents to meet specific self and career awareness aspects of the world of work.

4. Elementary classroom teacher and elementary school counselor, elementary classroom teacher assisted by elementary school counselor, or elementary school counselor working in the affective domain utilization materials (as in the above number 1 of sub-part e of Federal Guideline II) in the following form(s):

a. Films orientated to enhance the purpose of #4 above. Location of available films can be ascertained by assessing the current status of collections: within school; contact with other schools cooperatively loaning films; career education libraries and centers; county school districts stock; and other community, state, and national agencies (private or government) cooperatively sharing/loaning, etc. films to schools.

b. Cassette, eight-track, or reel-to-reel audio tapes acquired in the same manner in the preceeding actions of the above "a" listing.

c. Slides, slide-tape preparations, filmstrips, and other combinations utilizing the media techniques of visual slide and audio tape self and career awareness presentations.

d. Posters, pictures, other media of this type. Notation: posters, pictures, etc. depicting career and self awareness stimuli may be acquired by purchasing from companies or developed by elementary classroom and school counselors. Also, if the school system has a media specialist adept at preparation of identified materials, this may be a process of acquiring needed audio and visual materials. Additionally, many associations and organizations can supply materials of career awareness levels.

5. Utilization of elementary school counselor

   a. Elementary classroom teacher--school counselor combined teamwork approach

      (1) Utilizing values clarification techniques for self and career awareness.

      (2) Parents contacted to gain involvement and input.

      (3) Values Clarification techniques utilizing the elementary school counselor, and if feasible, the classroom teacher using such specific techniques as in Sidney Simon's text entitled Values Clarification.

*The child recognizes that an individual's skills in setting goals for himself and developing a plan of action in pursuing his goals influences his career effectiveness.

1. Elementary classroom teacher and school counselor, elementary classroom teacher assisted by the elementary school counselor, or elementary school counselor working in affective domain utilizing materials as in number two above in the following form(s):

   a. Films orientated to enhance the purpose of number one above of federal guideline five. Location of available films can be ascertained by assessing the current status of collections within school, contact with other schools cooperatively loaning of films; career education libraries and centers; county school districts stock, and other community, state, and national agencies cooperatively sharing, loaning, etc., films to schools.

   b. Cassette, eight-track, or reel-to-reel audio tapes acquired in the same manner in the preceeding actions of the above "a" listing.

   c. Slides, slide tape presentations, filmstrips and other combinations utilizing the media techniques of visual slide and audio tape presentations of self and career awareness.

   d. Posters, pictures, and other media of this type. Notation: Posters, pictures, etc., depicting career and self awareness stimuli may be acquired by purchasing from companies or developed by teachers and counselors. Additional notation: If the school system has a media specialist who is adept at preparation of identified materials--this may be a potential process of acquiring a rotation of varied techniques to build into a career and self awareness program. Many associations can supply materials that relate to the awareness levels.

2. Elementary school counselor and classroom teacher as a team and/or classroom teacher assisted by elementary school counselor in the following materials in assisting the students to assess his own unique set/system of values.

   a. DUSO Kit I and DUSO Kit II

   b. The Yellow Brick Road, guide

   c. Focus on Self Development, by SRA

      Stage 1, K-1: Awareness

      Stage 2, 2-3: Involvement

      Stage 3, 4-5: Responding

   d. Discovering Self and Play, by McKnight. Three levels--attitudes and appreciations; materials (e.g. flip-book, filmstrip)

   e. Fusion of Applied and Intellectual Skills (FAIS), by Educational Achievement Corporation.

      FAIS Kit--K-2

      FAIS Kit--3-5

      FAIS Kit--6-8

   f. Developing Basic Values, by Singer
      Primary Level

   g. Learning About Me, by Singer
      (Development of self concept)

   h. Teaching Children Values, by Educational Activities, Primary Level

   i. Getting to Know Me, by Singer
      Primary Level

   j. Toy Therapy--(play therapy)
      Methods and techniques of utilizing toys.

3. Utilization of elementary school counselor

   a. Elementary classroom teacher--school counselor combined teamwork approach

      (1) Utilizing values clarification techniques for self and career awareness

(2) Parents contacted to gain involvement and input.

(3) Values Clarification techniques utilizing the elementary school counselor, and if feasible, the classroom teacher using such specific techniques as in Sidney Simon's text entitled Values Clarification.

4. Elementary classroom teacher developed strategies weaving attitudinal approaches, varied responsibilities, and values into classroom curriculum activities.

5. Identified Community Resource Sites and Individuals

   a. Identified speakers with "hands-on" knowledge and ability to relate to elementary student(s)

      (1) Generalized type of presentation relating the world of work to the student(s) (e.g. a business management level presenter relating an overview of an identified career education clustered business: insurance company, real estate, automobile dealership, radio or television station).

      (2) Specific identified speakers yielding information concerning their "hands-on" experiences (type and expertise), e.g. horse trainer, promotion director, civil engineer, mayor, school board member, unskilled laborer)

   b. Visitation of student(s) to the identified community site (e.g. career, agency)

      (1) Utilization of field-trip-type of visitation (walking or motorize mobility employed for entire class or group of classes in concert; caution, check school board policy regarding of school ground activity)

      (2) An identified select group of students by elementary classroom teacher(s) and/or elementary school counselors for site visit, to gain group observation experiences.

      (3) Individual student visitation to worksite(s) for observational experiences and/or "shadowing" purposes. (Note: always follow school board policy regarding any activities of community involvement whether a resource visitor or off-campus career and self awareness activity).

c. Elementary classroom teacher and/or elementary school counselors arranged peer-group visitations to identified world of work site or community resource presentor to classroom or campus for specific career awareness task with interfacing of:

(1) Testing program as provided by elementary school guidance counselor, school psychologist, and/or elementary classroom teacher.

(2) Interviews by identified resource person(s) from community and school personnel.

(3) Parents requesting to meet specifics of self and career awareness aspects of the world of work (e.g. identified by PTA, classroom parents organizations).

FEDERAL GUIDELINE VI

STUDENTS WILL DEMONSTRATE GOOD WORK HABITS:

A. Students will be able to plan work effectively

B. Students will be able to adapt to varied work conditions

C. Students will have a positive attitude towards the concept of quality in relation to a work task

D. Students will have a positive attitude towards conservation of environmental and human resources in accomplishing work tasks.

Elementary Levels K-6

*The child recognizes people depend upon each other for products and services.

*The child recognizes that an individual's effectiveness (in his work) is dependent upon his ability to accept others and to cooperate with them.

1. School counselor and teacher as team or teacher assisted by elementary school counselor with the following techniques and types of materials in assisting the students to assess his/her own unique set/system of values.

   a. DUSO Kits (DUSO I: Primary; DUSO II: Intermediate)

   b. The Yellow Brick Road, guide

   c. Focus on Self Development, by SRA

      Stage 1, K-1: Awareness

      Stage 2, 2-3: Involvement

      Stage 3, 3-4: Responding

   d. Discovering Self and Play, by McKnight. Three levels are sequentially arranged for building attitudes and working with affectiveness throughout the elementary school years. Hardware (e.g. flip-book, filmstrip)

e. FAIS (Fusion of Applied and Intellectual Skills)

FAIS K-2 Kit

FAIS 3-5 Kit

FAIS 6-8 Kit

f. Developing Basic Values, by Singer
Feasible at Primary (K-2) levels

g. Learning About Me, by Singer
(Development of self concept)

h. Teaching Children Values, by Educational Activities, Inc.
Feasible at Primary (K-2) level

i. Getting To Know Me, by Singer

j. Toy Therapy Techniques (play therapy).
Techniques that utilize psychomotor activities promoting fantasy of career and self awareness.

2. Community Resources

a. Identified speakers with knowledge and ability to relate

(1) Generalized type of presentation relating the world of work to the student (e.g. an agency related given overview: postal service, health department, fire and police departments).

(2) Specific identified speakers yielding information of specific type and expertise (e.g. one specific career: dentist, medical doctor. elementary guidance counselor, welder, brick mason).

b. Students to the community agency or individual career site of employment within single or multi-structure.

(1) Field trip type of visitation (walking or motorize mobility employed for entire class.)

(2) Specific selected group by elementary school guidance counselor and/or teacher(s) for field-trip of group observation experiences.

(3) Individual student visitation to work-site for observation or shadowing experiences. (School district policy should be consulted before action involving off-campus activities for students.)

c. Teacher and/or elementary school guidance counselor arranged peer group visitations to work-site or resource person appearing at school with peer group for specific career awareness tasks with interfacing of:

(1) Testing program as provided elementary school guidance counselor, school psychologist, and/or elementary classroom teacher.

(2) Interviews by resource person(s) from community and school personnel.

(3) Request from parents to meet specific self and career awareness aspects of the world of work.

3. Adaptation to varied work conditions

a. Create varied simulated work conditions.

(1) Psychodrama

(2) Fantasy

(3) Role playing

(4) Varied physical setting

(5) Alter climate

b. Case studies involving change agents on-the-job

c. Attitude building agents--geared toward quality in regard to worker task.

d. Team approach--counselor and teacher.

(1) Reinforce positive attitudes

(2) If negative, apply operant conditioning to adjust

e. Understand worker traits

f. Time and motion studies relating to work and the worker

g. Case studies

h. Observation of work

i. Understand

(1) Physical abilities

(2) Psychomotor functions

j. Practice specific skill

(1) Psychomotor function

(2) Good work habits

4. Teacher and counselor, teacher assisted by counselor or counselor working in the affective domain utilizing materials (as in the preceeding number one) in the following form(s):

a. Films orientated to enhance the purpose of Federal Guideline six. Location of available films can be ascertained by assessing the current status of collections: within school; contact with other schools cooperatively loaning films; career education libraries and centers; county school district's stock; and other community, state, and national agencies cooperatively sharing, loaning, etc. films to school.

b. Cassette, eight-track, or reel-to-reel audio tapes acquired in the same manner in the preceeding actions of the above "a" listing.

c. Slides, slide-tape preparations, filmstrips, and other combinations utilizing the media techniques of visual slide and audio tape self and career awareness presentations.

d. Posters, pictures, other media of this type. Notation: Posters, pictures, etc., depicting career and self awareness stimuli may be acquired by purchasing from companies or developed by teachers and counselors. Also, if the school system has a media specialist adept at preparation of identified materials, this may be a process of acquiring needed audio and visual materials. Additionally, many association and organization can supply materials of career awareness levels.

5. Teacher developed classroom strategies weaving attitudes, responsibilities, and values into classroom curriculum activities.

6. Utilization of the elementary school counselor

a. Counselor-teacher team approach

(1) Values clarification techniques

(2) Parent involvement for input

(3) Community leadership and assistance

b. Values clarification utilizing the elementary school counselor and teacher using such specific techniques as in the book by Sidney Simon on Values Clarification.

E. Students will have a positive attitude towards responsibility for their own accomplishment of self-imposed work tasks.

Elementary levels K-6

*The child recognizes that an individual must accept responsibility.

1. Teacher and counselor, teacher assisted by counselor, or counselor working in the affective domain utilizing materials (as in the preceeding number one) in the following form(s):

a. Films orientated to enhance the purpose of Federal Guideline six. Location of available films can be ascertained by assessing the current status of collections: within school; contact with other schools cooperatively loaning films; career education libraries and centers; county school district's stock; and other community, state, and national agencies cooperatively sharing, loaning, etc. films to schools.

b. Cassette, eight-track, or reel-to-reel audio tapes acquired in the same manner in the preceeding actions of the above "a" listing.

c. Slides, slide-tape preparations, filmstrips, and other combinations utilizing the media techniques of visual slide and audio tape self and career awareness presentations.

d. Posters, pictures, other media of this type. Notation: Posters, pictures, etc., depicting career and self awareness stimuli may be acquired by purchasing from companies or developed by teachers and counselors. Also, if the school system has a media specialist adept at preparation of identified materials, this may be a

process of acquiring needed audio and visual materials. Additionally, many association and organization can supply materials of career awareness levels.

2. Utilization of the elementary school counselor.

   a. Counselor-teacher team approach

      (1) Values clarification techniques

      (2) Parent involvement for input

      (3) Community leadership and assistance

   b. Values clarification utilizing the elementary school counselor and teacher using such specific techniques as in the book by Sidney Simon on Values Clarification

3. Community-Area Resources

   a. Identified speakers with knowledge and ability to relate

      (1) Generalized type of presentation relating the world of work to the student (e.g. an agency related given overview: agricultural service, employment service, sewage and water department, education services)

      (2) Specific identified speakers yielding information of specific type and expertise (e.g. one specific career: garbage collector, barber and beautician, bus driver, cab driver, lawyer, welder, brickmason).

   b. Students to the community agency or individual career site of employment within single or multi-structure.

      (1) Field trip type of visitation (walking or motorize mobility employed for entire class.)

      (2) Specific selected group by elementary school guidance counselor and/or teacher(s) for field trip of group observation experiences.

      (3) Individual student visitation to work-site for observation(s) and shadowing experiences.

   c. Elementary classroom teacher and/or elementary guidance counselor arranged peer group visitations to work-site or resource person appearing at school with peer group for specific career awareness tasks with interfacing of:

(1) Testing program as provided by elementary guidance counselor, school psychologist, and/or elementary classroom teacher.

(2) Interviews by resource person(s) from community and school personnel.

(3) Request from parents to meet specific self and career awareness aspects of the world of work.

4. Elementary classroom teacher developed classroom strategies weaving attitudes, responsibilities, and values into elementary classroom curriculum activities.

5. Elementary school counselor and elementary classroom teacher as a team or elementary school classroom teacher assisted by elementary school counselor in the following materials in assisting the students to assess his own unique set/system of values.

   a. Developing Basic Values, by Singer
   Feasible at Primary (K-2) level

   b. Learning About Me, by Singer
   (Development of self concept)

   c. Teaching Children Values, by Educational Activities, Inc.
   Feasible at Primary (K-2) level

   d. Getting To Know Me, by Singer.

   e. Toy Therapy Techniques (play therapy).
   Techniques that utilize psychomotor activities promoting fantasy of career and self awareness.

   f. DUSO series: DUSO Kit 1: Primary; DUSO II: Intermediate levels.

   g. The Yellow Brick Road, guide
   Note: Guide's description in appendix

   h. Focus on Self Development, by SRA

   Stage 1, K-1: Awareness

   Stage 2, 2-3: Involvement

   Stage 3, 4-5: Responding

   i. Discovering Self and Play, by McKnight.
   Three levels geared toward attitudes and appreciations; materials (e.g. flip-book, filmstrip)

j. Fusion of Applied and Intellectual Skills (FAIS)

FAIS K-2 Kit

FAIS 3-5 Kit

FAIS 6-8 Kit

F. Students will demonstrate a desire for continuous learning both in school and out.

Not covered.

APPENDIX A

RESOURCE MATERIALS

Teacher--Primary

Commercial Fisherman--Filmstrip/Book
Florida State University

Clown--Filmstrip/Book
Florida State University

I Know a Fireman--Book
Putnam

Jobs in Publishing--Book
Science Research Association

The Kingdom of Could Be You--Motion Picture
Encyclopaedia Britannica Ed.

Agribusiness--Motion Picture
Encyclopaedia Britannica Ed.

Pet Shop Manager--Filmstrip/Book
Florida State University

Environment--Motion Picture
Encyclopaedia Britannica Ed.

Off We Go To The Aquarium--Kit
Guidance Associates

The Valuing Approach to Career Education--Kit
Education Achievement Corp.

Do-It-Dust Story Series--Kit
Education Achievement Corp.

Learning About Me--Kit
Singer Ed. & Training Products

I Know an Airline Pilot--Book
Putnam

Economics for Primaries--Kit
Singer Ed. & Training Products

Consumer Homemaking--Motion Picture
Encyclopaedia Britannica Ed.

Health--Motion picture
Encyclopaedia Britannica Ed.

Marine Science--Motion Picture
Encyclopaedia Britannica Ed.

Transportation--Motion Picture
Encyclopaedia Britannica Ed.

Manufacturing--Motion Picture
Encyclopaedia Britannica Ed.

World of Work Series--Filmstrip
Denoyer/Geppert

Communication--Motion Picture
Encyclopaedia Britannica Ed.

Consumer Homemaking--Motion Picture
Encyclopaedia Britannica Ed.

Marine Science--Motion Picture
Encyclopaedia Britannica Ed.

Environment--Motion Picture
Encyclopaedia Britannica Ed.

World of Work Series (K-12)--Filmstrip
Denoyer/Geppert

I Know a Farmer-Book
Putnam

My Book of Workers (Book 1)--Book
Chronicle Guidance, Inc.

Off We Go to the Aquarium--Kit
Guidance Associates

Vegetable Grower--Book
Florida State University

The Cattle Rancher--Book
Orange County

Exploring Careers--Kit
Singer Ed. & Training Products

Foods We Eat--Kit
Coronet Films & Filmstrips

I WANT TO BE . . . A Store Keeper--Book
I WANT TO BE . . . A Pilot
I WANT TO BE . . . A Carpenter
I WANT TO BE . . . A Barber
I WANT TO BE . . . A SALES CLERK
Childrens Press

Learning About Me--Kit
Singer Ed. & Training Products

Developing Basic Values--Kit
Singer E. & Training Products

The Wonderful World of Work--Kit
Denoyer-Geppert

Economics for Primaries--Kit
Singer Ed. & Training Products

Careers in Transportation--Book
Ceres Unified School District

Lets' Go To A School--Filmstrip
G.P. Putman's

Fine Arts and Humanities--Motion Picture
Encyclopaedia Britannica Ed.

Business--Motion Picture
Mini Productions Inc.

The Valuing Approach to Career Education--Kit (Hannibal)
Education Achievement Corp.

The Valuing Approach to Career Education
(Do It Dust Facotry)--Kit
Education Achievement Corp.

Come to Work with us . . . Bank--Book
Sextant Systems, Inc.

Come to Work with us . . . Department Store--Book
Sextant Systems, Inc.

Focus on Self-Development, Stage 1--Kit
Science Research Assoc.

World of Work Series--Filmstrip
Denoyer/Geppert

Zoo Keeper--Filmstrip/Book
Florida State University

I Know a Zoo Keeper--Book
Putnam

A Highway to Work and Play--Level I--Book
McKnight Pub. Co.

I Want to be Tree . . ."--Book
Childrens Press

Come To Work With Us . . . Telephone Company--Book
Come To Work With Us . . . Department Store
Come To Work With Us . . . Bank
Come To Work With Us . . . Aerospace
Come To Work With Us . . . TV Station
Come To Work With Us . . . Hospital
Sextant Systems, Inc.

Kindle Sound Filmstrip Series

I Can--Units I and II

Living and Working Together
by Jam Handy

First Things: Value Series
Guidance Associates

People Who Help You
by Jam Handy

Teacher--Primary and Intermediate

Living on a Farm--Film Strip
Coronet Films

The General Farmer--Book
Orange County

I Know an Animal Doctor--Book
Putnam

I Know a Ranger--Book
Putnam

Arithmetic Skill Text for Daily Living Parts (A, B, C)--Book
Special Service Supply

Resource Guide Related to Music--Book
Florida State Department of Education

Resource Guide related to Astronomy--Book
Florida State Department of Education

Resource Guide related to The Astronomer--Book
Florida State Department of Education

LOOM

Orange County

Broward County

Dade County

Pasco County

Coronado, California

Workers We Know

Project GROW

Game SIM

People Who Work in Factories
Coronet Instructional Media

Teacher--Intermediate

Policeman--Book
Florida State University

Art Teacher--Book
Florida State University

Postman--Book
Florida State Universtiy

Seamstress--Book
Florida State University

Carpenter--Book
Florida State University

Cowboy--Book
Florida State University

I Know A Policeman--Book
Putnam

I Know a Teacher--Book
Putnam

I Know a Postman--Book
Putnam

Manufacturing--Motion Picture
Encyclopaedia Britannica Ed.

Marketing and Distribution--Motion Picture
Encyclopaedia Britannica Ed.

Health--Motion Picture
Encyclopaedia Britannica Ed.

Department Store--Book
Sextant Systems, Inc.

Careers in Department Store--Book
Lerner Publications Company

Resource Guide Related to the Textile Industry--Book
Florida State Department of Education

Resource Guide Related to the Clothing Industry--Book
Florida State Department of Education

Careers in Oceanography--Book
Orange County

Discovering Self in Work and Play--Kit
McKnight Element. Career

Banking--Book
Mt. Pleasant, Michigan

Careers in Fire Prevention and Control--Book
Orange County

The Dentist--Book
Orange County

When You Grow Up--Picture
Mini Productions Inc.

Telephone Operator--Filmstrip/Book
Florida State University

Telephone Worker--Filmstrip/Book
Florida State University.

Dental Hygenist--Filmstrip/Book
Florida State University

Careers in Dentistry--Book
Orange County

Telephone Company--Book
Sextant Systems, Inc.

Careers in the Telephone Company--Book
Lerner Publications Co.

I Know a Weatherman--Book
Putnam

Agri-Business--Book
King Features

Environmental--Book
King Features

Bingo Game--Book
King Features

Hospital--Book
Sextant Systems, Inc.

Popeye Comics--Health-Book
King Features

I Wonder What I'll Be--Kit
Shawnee Press Inc.

"It's OK To Be Me"--Kit
Listener

Focus on Self-Development, Stage 2--Kit
Science Research Assoc.

Eyegate Filmstrips: Are You Looking Ahead?-- Filmstrip
Eyegate

World of Work Series--Filmstrip
Denoyer/Geppert

Popeye
King Features

Bread and Butterflies

First Things: Social Studies
Guidance Series

Career Awareness Field Trips Series

What Does Your Dad Do?
Jam Handy

Our Feelings
Jam Handy

Dimension
Scholastic Magazine, Inc.

Discovering Your Personality Series
Guidance Associates

The Career Discovery Series
Guidance Associates

The Financial Marketplace Series
Eye Gate

Introduction to Economics Series
Eye Gate

It's Your Future Series
Eye Gate

Finding Your Job Series
Eye Gate

Touchdowns and $$$$: The New Athlete
Associated Press

Alienation and Mass Society
Associated Press

Changing Role of Women
Associated Press

The Adolescent Experience Series
Guidance Associates

Adolescent Conflicts Series
Guidance Associates

The Job Attitudes Series
Guidance Associates

Teacher--Learning Disabilities

Fine Arts and Humanities--Motion Picture
Encyclopaedia Britannica Ed.

Art Teacher--Filmstrip and Book
Florida State University

Sign Painter--Filmstrip/Book
Florida State University

Resource Guide Related to Art--Book
Florida State Department of Education

Advertising Artist--Book
Orange County

The Commercial Artist--Book
Orange County

Teacher--EMR

My Career Workbook--Book
Career Futures Inc.

My Book of Workers--Book
Chronicle Guidance, Inc.

Transportation--Book
Mt. Pleasant, Michigan

I Know a Truck Driver--Book
Putnam

Teacher--Varying Exceptionalities

Telephone Operator--Filmstrip/Book
Florida State University

Telephone Worker--Filmstrip/Book
Florida State University

Come to Work with us in a Telephone Company--Book
Sextant Systems, Inc.

Let's Go to the Telephone Company--Book
Putnam

Telephone--Kit
General Telephone

Teacher--Gifted

Getting to Know Me--Getting to Know Me--Kit
Singer Ed. & Training Products

Workers Series--Kit
Coronet Films & Filmstrips

Counselor

Let's Go To A School--Filmstrip
G. P. Putman's

Here I Am (Workbook)--Book
Science Research Association

Teaching Good Manners and Behavior--Kit
Educational Activities, Inc.

Focus on Self Development-Stage 1--Kit
Science Research Association

Jelly Bean Company II--Kit
BFA Educational Media

Teaching Children Values Primary--Kit
Educational Activities, Inc.

Who Am I?--Book
Ceres Unified School District

Hannibal Read Me a Story Series
Education Achievement Corp. (Part of FAIS Kit)

Loom

Orange County

Broward County

Dade County

Pasco County

Coronado, California

Directory of Occupational Titles

Popeye
King Features

4 Year College/University VIEW Deck

F.L.A.G.

Job Experience Kits

Widening Occupational Roles Kit

Workers We Know

Occupational Exploration Kit

SRA (Occupational Files)

Bread and Butterflies

Game SIM

Kindle Sound Filmstrip Series

I Can

First Things: Value Series
Guidance Associates

First Things: Social Studies/Guidance Series

Career Awareness Field Trips Series

People Who Help You
Jam Handy

Our Feelings
Jam Handy

Dimension
Scholastic Magazine, Inc.

Discovering Your Personality Series
Guidance Associates

The Career Discovery Series
Guidance Associates

The Financial Marketplace Series
Eye Gate

Introduction to Economics Series
Eye Gate

It's Your Future Series
Eye Gate

Finding Your Job Series
Eye Gate

The Adolescent Experience Series
Guidance Associates

Adolescent Conflicts Series
Guidance Associates

The Job Attitudes Series
Guidance Associates

Media Specialist

When You Grow Up: (Poster Set)--Picture
Mini Productions Inc.

I Want to be Tree . . ."--Book
Childrens Press

Children's Dictionary of Occupations--Book
Career Futures Inc.

World of Work Series--Filmstrip
Denoyer/Geppert

Exploring Careers--Kit
Singer Ed. & Training Products

The Wonderful World of Work--Filmstrip
(Not listed)

Popeye
King Features

Kindle Sound Filmstrip Series

I Can

APPENDIX B

Contents

ACKNOWLEDGMENTS IV
PURPOSE V
ORGANIZATION OF THE GUIDE VI

PART ONE. THE IMPORTANCE OF CAREER GUIDANCE IN THE ELEMENTARY SCHOOL 1
Chapter 1. The Need for an Elementary School Career Development Program 5
Chapter 2. The Nature of an Elementary School Career Development Program 11
Chapter 3. Planning and Implementing a Career Development Program: Whose Responsibility? . . .21
Chapter 4. Evaluating a Career Development Program 23

PART TWO. THE CAREER DEVELOPMENT PROGRAM 27
Chapter 1. The Level One Career Development Program (K-1) 31
Chapter 2. The Level Two Career Development Program (2-3) 49
Chapter 3. The Level Three Career Development Program (4-5) 69

PART THREE. RESOURCES FOR FACILITATING CAREER DEVELOPMENT 89
Chapter 1. Using Children's Books for Career Development 92
Chapter 2. Multimedia Materials for Teaching Self-Awareness and Career Awareness in the Elementary School 147
Chapter 3. Background Materials for the Elementary Teacher and Counselor 154
Chapter 4. Publishers' Series of Children's Career Information Books 155

APPENDIX A Student Employment Information 164
APPENDIX B Publishers' Addresses 167
APPENDIX C Title Index 169
APPENDIX D Author Index 171

Purpose of the Guide

We have learned that the roots of career choice-making are formed in early childhood, as the child forms concepts of himself, of school, of work, and of the world and people with whom he lives.

The school has a critical role to play in providing the optimum environment in which such career development can proceed. Not only must children acquire a broader range of information about the world of work, they must also be provided with those conditions for learning and growth whereby they can develop an accepting attitude about themselves and their own potentialities. As such, the young child's school environment must be like a "yellow brick road," a road with many challenges, many friendships, and many varied opportunities for learning about one's own real strengths and values.

In this guide we attempt to describe a program which emphasizes both the development of affective learnings and the development of cognitive learnings. Far too often these two kinds of learnings are dealt with in schools as independent processes. In reality, this is not the case. A child's awareness of his own feelings and his own competencies develop in interaction with something and/or someone. They do not develop in a vacuum. Similarly, cognitive skills and information are not easily acquired unless presented in a personally meaningful context. Thus affective learnings can most effectively be delivered within the context of the cognitive skills emphasized in most school programs, and likewise enhance the development of cognitive mastery.

In attempting to blend these two areas of learning, we hope to bring together the elementary counselor and teacher as the purveyors of guidance to children. A school program which meets the career development needs of children requires the expertise of both these professionals. In the past, counselors have traditionally focused upon the affective domain; teachers in the informationally-based cognitive domain. Separately or alone their impact, at best, is fragmented; working together their impact is resounding.

The Yellow Brick Road

Thus, this guide has been developed to assist elementary counselors and elementary teachers in working together to provide children with a school experience which addresses their career development needs. This guide is limited to grades kindergarten through five. It is by no means the final word in describing such a program. But, its primary purposes are: (1) to suggest some of the basic dimensions to be emphasized in providing such a program for the young child, (2) to provide ideas for learning activities for the elementary aged child, and (3) to unite the work of the counselor with that of the teacher in providing children with learning experiences which will enable them to challenge and control their future career development.

Organization of the Guide

This guide has been organized into three major sections. Section One provides information about the general rationale for the development of the program, and describes the content of the program. In addition, the roles of the counselor, teacher, and school principal in implementing such a program are described. Suggestions for evaluation are also included.

In Section Two, the actual program sequence of objectives and activities is outlined. This program, consisting of career development concepts, developmental objectives and related guidance strategies and resources, has been organized into three grade level groupings: primary (K-1), middle (2-3), and upper elementary (4-5).

The final section of this guide, Section Three, is devoted to a listing of resources which elementary school teachers and counselors have found useful in implementing the program. An annotated bibliography of children's books particularly appropriate for facilitating career development is also included in this section. This list of resources is by no means complete, but it may serve as a starting point for the development of a more comprehensive list.